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ABSTRACT

School improvement is a continuous, systematic process to enhance student learning, improve educational opportunities, and increase the effectiveness of the educational programs and services provided to students. The Missouri School Improvement Program (MSIP) is an ongoing process that includes assessing the strengths and needed improvements in district educational programs and services; organizing staff and other resources to support school-improvement efforts; and developing and implementing a formal plan to improve educational programs. This handbook was developed to help districts prepare for the MSIP's onsite review and explains how the review procedures fit into the overall School Improvement Process. Appendices contain interview schedules, a self-study example, required documentation, documentation forms, performance worksheets, and evaluation guidelines for resource and process standards. (LMI)

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ED 413 650

Missouri School Improvement Program

Procedures Handbook

Effective July 1, 1997
Missouri Department of
Elementary and Secondary Education

EA 028 742

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TABLE OF CONTENTS

I.	**OVERVIEW OF THE MISSOURI SCHOOL IMPROVEMENT PROGRAM**	2
II.	**PREPARATIONS FOR THE ON-SITE REVIEW**	3
	Leadership	4
	MSIP Advance Questionnaires	4
	General Review Schedule	4
	Orientation for Staff and Board Members	5
	Self-Study	5
	Documentation File	5
	Context Report	6
	Resource Report	6
	Performance Report	6
	Alternative Strategies	7
	Interview Schedule	7
III.	**THE ON-SITE REVIEW**	9
	Logistics	9
	MSIP Survey/Advance Questionnaire Data	10
	Pre-Review Information Check	10
	District Orientation	10
	Team Orientation	10
	Building Orientations and Building Tours	10
	Team Consensus	10
	Exit Conference	10
IV.	**THE MSIP REPORT**	11
	MSIP Preliminary Report	12
	MSIP Final Report	12
	Report to the State Board of Education/Accreditation Decision	12
	Sharing Information with the Public	12
	Guidelines for Re-Reviews	12
	Monitoring Process	13
	Administrative Response Letter	13
	The Comprehensive School Improvement Plan	13
V.	**APPENDICES**	14
	APPENDIX A: Interview Schedules	15
	APPENDIX B: Self-Study Example	17
	APPENDIX C: Required Documentation	18
	APPENDIX D: Documentation Forms	34
	APPENDIX E: Performance Worksheets (K-12 and K-8)	50
	APPENDIX F: Evaluation Guidelines (Resource and Process Standards)	64

I. OVERVIEW -- MISSOURI SCHOOL IMPROVEMENT PROGRAM

School Improvement is a continuous, systematic process to enhance student learning, improve educational opportunities and increase the effectiveness of the educational programs and services provided to students. It involves studying the effectiveness of current programs, services and performance levels; expanding one's knowledge of effective educational practices; developing goals or outcomes for improvement based upon this information; and organizing the school and community to accomplish the needed improvements. The process, to be successful, requires continuous follow-up and support activities, including professional development; allowing changes to be adopted and assimilated by those who must implement them; and, in order to increase ownership in this process, input from as many people as possible.

In summary, the Missouri School Improvement Program (MSIP) is an ongoing process which includes:

- assessing the strengths and needed improvements in district educational programs and services
- organizing staff and other resources to support school improvement efforts
- developing and implementing a formal plan to improve educational programs

The report completed during the on-site review provides a comprehensive description of the educational services provided by the local district in relation to the MSIP Standards and Indicators. A State Board Summary of the Missouri School Improvement Program's Final Report is used by the State Board of Education to determine the district's classification level (Accredited, Provisionally Accredited or Unaccredited). Within one year of the on-site review, the district is required to submit to the State Supervisor a Comprehensive School Improvement Plan (CSIP) which contains evidence of how the concerns identified in the MSIP Final Report are addressed and incorporated into the district's CSIP. A Comprehensive School Improvement Plan represents the district's plans for improving the educational opportunities and the services it provides. Maintenance of the district's classification level requires continuing efforts to implement this CSIP.

This ***Procedures Handbook*** has been developed to help districts prepare for the Missouri School Improvement Program's on-site review. The chart on the following page describes how these review procedures fit into the overall School Improvement Process.

II. PREPARATIONS FOR THE ON-SITE REVIEW

TIMELINE FOR MSIP PREPARATION ACTIVITIES

PRE-REVIEW ACTIVITIES	APPROXIMATE DATES
To be initiated 1-2 years before the team visit:	
Have Staff attend Team Member Training and Serve on an MSIP Team	1-2 years before review
Organize Committees to Review and Summarize the District's Efforts in the Process Area	1-2 years before review
Begin work on Self-study and Documentation	1-2 years before the review
Start Collecting Performance Information/Data	1-2 years before the review
To be initiated during the year before the team visit:	
NCA Districts - Plan Coordination	at least 12 months prior
Attend Workshop on Performance	Spring, year before review
Administer MSIP Advance Questionnaires	
February/March/April for Fall review	Return to MSIP Section by 6/01
Oct./Nov. for Spring review	Return to MSIP Section by 12/01
Meet with State Supervisor Re: Logistics	Summer prior to review
Attend Session for Districts up for Review	Aug. Administrators Conference
To be completed in the months immediately before the team visit:	
Send Performance Worksheets to MSIP Section (DESE)	No later than 8 weeks before review
Check Team Member List with State Supervisor, Finalize Logistics/Overall Review Schedule	8 weeks prior to review
List of Staff Members to be interviewed received from MSIP Section (DESE). State Supervisor will help develop the individual interview schedules.	6-7 weeks prior to review
Complete Self-study and Documentation File	2-4 weeks prior to review
Individual Interview Schedule(s) sent to MSIP Section (DESE)	2-3 weeks prior to review
Verify all Arrangements with State Supervisor	2 weeks prior to review

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Leadership (Required)

The State Supervisor will contact the Superintendent to work out details of the general MSIP review schedule and to discuss which leadership responsibilities have been assigned to others. It is strongly recommended that the Superintendent remain actively involved throughout the preparation process although specific responsibilities may be delegated to others. If the Superintendent delegates the leadership of the overall preparations for the review, it should be to a person who is thoroughly knowledgeable about all of the district's programs and who will keep the Superintendent apprised of the progress which is made.

MSIP Advance Questionnaires (Required)

Specific directions for administering the MSIP surveys/advance questionnaires are provided to the Superintendent one to two weeks prior to the district receiving these questionnaires. These directions are also sent with the forms shipped to each district.

All parents of students (grades K-12) enrolled in the district and all staff/faculty are provided the opportunity to complete a survey through the MSIP advance questionnaire process. Students in grades 5-12 are also given the opportunity to complete a student survey. Individual students, parents, and staff members always have the option not to respond to any item on the survey or not to compete a survey at all.

The advance questionnaire results are provided to the district at the time of the on-site review. (Districts may ask that the questionnaires be administered early and the results provided prior to the review; in most cases, it is possible to accommodate such requests.) The data is tabulated to reflect both districtwide and building-level responses.

General Review Schedule (Required)

The State Supervisor, in consultation with the Superintendent, will develop the general review schedule. The MSIP Section (DESE), through the State Supervisor, will advise the district as to the size of the review team and the length of time the team will spend in the district.

Typical Review Schedule -- The district and team orientation may occur the evening before the first review day or early in the morning of the first review day. Interviews always begin the morning of the first scheduled review day and, depending on the size of the district, may extend into a second or third day. Generally, an additional day is required by the team for the report writing/consensus process. The Team Leader and the State Supervisor will conduct an exit conference with the school administration after the team consensus session.

Maps/Directions to Schools -- The district should provide maps or directions to each of its buildings to the State Supervisor to share with the team prior to coming on site, as well as directions to the site chosen for the first team meeting, parking arrangements (if any), etc.

Lodging -- The State Supervisor will reserve a block of rooms at an area motel to be held for visiting Team Members. Expenses of the team are <u>not</u> a responsibility of the district.

Meals -- <u>The district should not provide any evening meals.</u> It is helpful if the team is invited to have lunch in the cafeteria or in the team workroom. Light snacks may be provided in the workroom.

Orientation for Staff and Board Members (Optional)

Anxiety about the on-site review process will be reduced if staff members are well informed about the review process. Within two weeks of the review, a brief orientation, perhaps by a district staff member who has served as a review Team Member, may be used to provide district staff and the board of education with information about the overall MSIP process. It will be helpful to emphasize:

- that the review process focuses on educational services, not personnel
- that there are no right or wrong answers to the on-site questions
- that confidentiality of the interview responses is protected both while on site and in the report writing process (responses are summarized)

Self-Study (Required)

Districts are required to prepare a written self-study to show how the district's programs and services relate to the Missouri School Improvement Program's Standards and starred Indicators. An effective way of conducting the self-study is to use committees to review each section of the Process Standards. These committees may be able to simply update the self-study conducted during the previous review cycle and make appropriate changes in the documentation/examples cited in this study. Information in the self-study should be cross-referenced to supporting evidence in the documentation file.

Written responses (in the self-study) are not required for the Resource and Performance Standards; however, it is advantageous for the district to review carefully the Resource and Performance Reports prepared by the MSIP Section (DESE) and presented during the on-site review.

Districts must provide at least two complete copies of the self-study for team review and should insert appropriate sections of the self-study in the corresponding sections of the documentation file (i.e., 8.1A of self-study into 8.1A of the documentation file). A district should provide each Team Member with a copy of the section of the self-study which is needed for writing the report. An example of one self-study response is included in Appendix B.

Documentation File (Required)

It is the district's responsibility to create a documentation file that contains information on the Standards and starred Indicators in the ten (10) process areas. The documentation file should be organized by Standard and starred Indicators, unless it is indicated that the standard will be documented through interviews, advance questionnaire responses, self-study responses and/or team observations--in which case, written documentation will not be required. In all other cases, the district, however, should provide supporting evidence which validates the district's efforts to meet each starred Indicator. The team may also ask that additional documentation be provided if questions arise during the on-site review. If the district has no program or services in a given area, then a statement to this effect should be provided either in the self-study or in the documentation. An outline of the essential documentation materials and resources which the team will need to review is included in Appendix C. If a district feels it has better information available than what is listed in Appendix C, this information should also be inserted into the documentation files. When the State Supervisor visits the district two to four weeks before the review, he/she will check the documentation file and, if necessary, will assist the district in organizing these materials. It is also helpful to use the team report writing form to ensure that the evidence which has been collected adequately addresses the responses sought in the report writing process. (A copy of the team report writing form may be obtained from the State Supervisor.)

Cross-Referenced Materials -- In cases where the documentation is extensive, the district may simply note in the documentation file where certain records are kept (e.g., "The special education students' Individualized Education Programs (IEPs) are kept in the office of the special education director and can be reviewed there." or "Curriculum guides for grades K-12 will be found in the team's workroom."). There are documents requested under different Standards that are found in a single document (i.e., board policies and procedures manual, board minutes, student handbook, staff handbook, and other sources). In these instances, the district can either copy the relevant sections of these documents or prepare page references to these documents to insert into the documentation file.

Documentation Forms -- Forms which could be included in the documentation file can be found in Appendix D, pp. 34-49. In many cases, as noted in the Required Documentation section (Appendix C, pp. 18-33), these forms are the only documentation requested.

Organization of the File -- Districts have used a variety of techniques and containers for organizing documentation materials. Simple manila file folders, labeled by both Standard and Indicator numbers and arranged within cardboard boxes, are frequently used. Because materials sometimes become misplaced within the documentation file, it helps to have each item labeled or numbered by the applicable Standard and Indicator. Large documents such as curriculum guides, board policy manuals, board minutes, and compliance plans should be clearly labeled and placed in the team workroom.

How Much Documentation Is Needed? -- Committees should review the materials in the documentation file to ensure that visiting Team Members who are unfamiliar with the district can understand (in a relatively short time) the programs and services offered by the district.

Context Report (Optional)

A one-page Context Report regarding the district and its unique characteristics may be provided to Team Members, or this information may be provided verbally during the District Orientation.

Resource Report (Developed by MSIP Section [DESE] from Core Data)

A Resource Report will be developed by the MSIP Section (DESE) with information submitted by the district on Core Data. Districts do not have to prepare any information related to the Resource Report for the self-study or documentation file. However, districts should update their Core Data on a regular basis. It is very important for districts being reviewed in October to submit their Core Data as soon as possible after the last Wednesday in September. The Director of Core Data will help October-review districts with any questions they may have.

Performance Report (Required)

Districts must submit the appropriate Performance worksheets (either the set for K-12 districts or the set for elementary [K-6 or K-8] districts at least eight weeks prior to the on-site review). Districts may use achievement results from tests other than the MMAT until the New Assessment System is implemented if they receive **prior** approval from the Assessment Section. Districts should attend the performance workshops conducted by the MSIP Section each Spring immediately prior to their on-site review year. At these workshops, updated worksheets are distributed, and data requests and scoring guidelines are explained.

Alternative Strategies (Optional)
Districts may submit Alternative Strategies for any Standard to the Coordinator of Supervision to show how services are being provided in nontraditional ways. For example, guidance or health services may be available through community agencies or through specially-trained staff members. Districts should consider submitting Alternative Strategies if they feel that the intent of any Standard is being met, but believe that review Team Members may not be able to observe how these services are provided. It is not necessary to write Alternative Strategies to describe cooperative services provided with other districts.

Interview Schedule (Required)
The State Supervisor will work with the local school district in developing a composite interview schedule, based on the list of teachers provided through the MSIP Section of DESE. Team Members will be assigned to each of the various process area (report writing) committees, based on recommendations by the State Supervisor and DESE requirements. It is strongly recommended that most interviews be scheduled between 8:00 a.m. and 1:00 p.m. on the first full review day. For teachers, a 25-35 minute interview schedule should be established, with five minutes between interviews. For administrators, 60-minute interviews are usually scheduled. Group interviews for the support staff should last 15-20 minutes each. Generally, five or six thirty-five minute interviews can be scheduled for each Team Member. In smaller districts, where fewer teachers are interviewed, it is better to allow a longer interview time for all staff (i.e., 45-50 minutes). Team Leaders and State Supervisors usually do not interview.

Some free time should be allowed in Team Members' schedules so they can look at the facilities, observe interactions between the staff and students, and observe the general climate of each school building.

A composite schedule, noting the location of each Team Member's entire interview schedule, should be sent to the MSIP Section (DESE) at least two weeks prior to the review. The name and the position of each staff member and the time and the location of the interview, should be included on this schedule. A sample scheduling form is provided in Appendix A.

Interview Locations -- Team Members should interview district staff in a location which provides as much privacy as possible. Staff members should be directed to go, at the scheduled time, to the interviewer who remains at an established location in each building.

Interview with the Board -- Approximately an hour should be set aside for the Team Leader and State Supervisor to visit with board members. The Superintendent is expected to attend this session, but is not expected to participate in the interview unless asked to clarify issues or board responses. This session gives board members a chance to ask questions about the Missouri School Improvement Program and provides the team with information about the board's goals and procedures. This interview is considered a Special Board Meeting and appropriate notices should be posted.

Professional Staff Interviews -- The MSIP Section (DESE) will provide, several weeks prior to the review, a list of district staff members who will be interviewed. If a listed staff member is no longer employed, the person hired to fill this position should be interviewed. Usually teachers should be interviewed only one time; administrators may need to be interviewed by several Team Members, depending on the number of the assigned responsibilities held by these administrators.

Scheduling Considerations Related to Specific Assignments -- Additional staff members may have to be interviewed in order to ensure that appropriate personnel is interviewed by each Team Member. For example, if the PDC chairperson is not on the original list provided to the State Supervisor, this person should be added to the interview list and should be interviewed by the Team Member writing the Professional Development report. (The following chart should help clarify which staff members should be interviewed by which team members.) All regular (non-monitoring) Team Members should have approximately the same number of interviews or the same total interviewing time.

TEAM MEMBER	STAFF TO BE INTERVIEWED
Curriculum	Curriculum Director and/or Curriculum Chair(s)
Differentiated Instruction*	
LMC	Librarians -- and visit LMC facilities/resources
Guidance	Counselors -- and visit Guidance offices
Professional Development	PDC Chairperson
Governance and Administration	Superintendent, budget director and principals
Facilities and Safety	Maintenance director, custodians, safety coordinator -- and have time to tour the facilities
Support Services Committee**	Bus drivers, the transportation director, nutrition services workers and director, clerical staff and nurses/other health care providers

*State Special Education Staff will contact the district's special services director to plan the on-site schedule for this part of the review. Other interviews should not be scheduled unless the district has more than 12 special education staff members and their names appear on the list (sent to the district by MSIP) of those to be interviewed.

*Vocational Personnel (state, college, area vocational school) should be scheduled to interview district vocational staff members (1 hour interviews with vocational staff in each vocational program area) and others if time permits.

* State and Federal Programs Staff ("systems monitor") should be scheduled to interview staff members (teachers and administrators) responsible for the district's state programs (i.e., Gifted Education, Early Childhood/Parents as Teachers, Incentive Grants, VIDEO).

* Federal Programs Staff will review Title I, Title II, Title VI, Safe and Drug-Free Schools and Communities Act, Grants for Local Reform/Goals 2000, LEP/ESOL, Migrant and Homeless programs either during the on-site review dates or before the review dates if this is more convenient for the district or if the Federal Programs staff member is also the systems monitor for state programs.

**State Food Services Staff will usually review food service procedures and interview food service personnel if they are on the review team. If no state food services staff members are on the review team, then the Team Member writing the Support Services report should interview the food services personnel.

III. THE ON-SITE REVIEW

ON-SITE REVIEW ACTIVITIES	APPROXIMATE TIMES*
Review Resource and Performance Reports--Initiate any Core Data Corrections needed (State Supervisor, Team Leader and Superintendent)	Day before Team arrives (Prior to start of the review)
District/Team Orientation	Evening before review/Early on first day of review
Special Program Reviews	Scheduled by Program Staff
Board Interview (State Supervisor, Team Leader, Superintendent and Board)	Evening before review begins or evening of first review day
Staff Interviews	First morning of review
Documentation Review	Afternoon of first day
Report Writing	Late afternoon/evening of first day
Preliminary Consensus	End of first review day
Team Consensus	Morning of last review day
Exit Conference (Core Data Screen-Prints Due for Resource Report Corrections and any documents related to the Performance Report.)	Afternoon of last review day

* Times for a three-day review will vary slightly

Logistics

Team Workroom -- The team will need a workroom large enough for the entire team to work together, provide privacy, and have sufficient writing space. The documentation and the self-study materials should be assembled in this location prior to the arrival of the team.

Copier Access -- It is helpful if the team can have access to a copier on the final review day.

Lunch Arrangements on Interview Day -- The district is asked to make arrangements for Team Members to eat in the school cafeteria(s) on the interview day. This arrangement allows the team to observe another aspect of the school climate and services and saves Team Members' time. The district may also choose to provide beverages and/or simple snacks in the workroom. The Team Leader and State Supervisor will discuss lunch arrangements for the last review day with the Superintendent.

MSIP Survey/Advance Questionnaire Data

The MSIP survey/advance questionnaire data reports will be given to the district administrator during the on-site review.

Pre-Review Information Check

The State Supervisor and the Team Leader will review with the Superintendent all the data in the Resource and Performance Reports (both of which are developed by the MSIP Section and brought to the district at the time of the on-site review). District responses to these reports should be noted on the official form and returned to the MSIP Section with the Team Leader. Core Data corrections for the Resource Report should be noted, and screen prints of these corrections must be attached prior to the exit conference. Failure to provide this information by the time of the exit conference could result in the Preliminary Report being delayed.

District Orientation (15 minutes)

During the district orientation session, the Superintendent or district representative(s) will provide the team with additional information about the district, as well as the logistic arrangements made for the team (the team's workroom, directions to school buildings, travel arrangements, etc.). Some information could be provided on the unique political, economic, sociological and geographic factors which impact the district; characteristics of parents, students and district patrons; staff/personnel issues; the administration's view of the major problems facing the district, as well as the significant accomplishments and strengths of the district; and/or major changes facing the district. A district could use the Context Report as a guide for the orientation.

Team Orientation (1 hour)

Usually the team orientation session occurs immediately after the district orientation and is attended only by Team Members, the Team Leader and the State Supervisor.

Building Orientations and Building Tours (10 minutes)

If time permits, building administrators may be asked to conduct a short tour of their facilities. Frequently, a brief tour of the school is conducted just before the scheduled interviews begin.

Team Consensus

During the team consensus sessions, the district should provide the team complete privacy.

Exit Conference (15-30 minutes)

At the conclusion of the on-site review, an exit conference to identify the team's preliminary findings is held with the Superintendent. These findings represent a description of the district's programs and services at the time of the on-site review. Screenprints of the district's Core Data corrections related to the Resource Report are due at this time, as well as any information regarding the Performance Report. The district can provide additional information at this time which will be reviewed and may be incorporated into the report. This exit conference is subject to laws regarding the public's right to information ("Sunshine Law").

IV. THE MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) REPORT

POST-REVIEW PROCESS

POST-REVIEW ACTIVITIES	APPROXIMATE DATES
Department School Improvement Committee reviews draft report with Team Leader, evaluates team findings and identifies strengths and concerns	10 weeks after the on-site review
Preliminary Report sent to the District and the State Supervisor	12 weeks after review
Superintendent meets with State Supervisor to review Preliminary Report	12-13 weeks after review
Preliminary Report returned with Comments	13-14 weeks after review
MSIP Section develops Final Report	14-15 weeks after review
Final Report and State Board Summary prepared by MSIP Section and sent to District	15 weeks after review
Summary and Classification Recommendation presented to the State Board of Education	16 weeks after review
Administrative Response Letter to Minor (Short-Range) concerns identified by DSIC which is submitted to State Supervisor and MSIP section	3 months after Final Report received by District
Administration incorporates Major (Long-Range) DSIC-identified concerns into the district's Comprehensive School Improvement Plan (CSIP)	10 months after review
CSIP submitted to State Supervisor for approval	10-12 months after review
State Supervisor will review progress in implementing CSIP	Annually

MSIP Preliminary Report

The Team Leader will edit the draft report which will be reviewed by the Department School Improvement Committee (DSIC). This report will describe the programs and services observed during the on-site review. DSIC will review the draft report, identify strengths and concerns, and develop the Preliminary Report. The Preliminary Report will be sent to the district twelve (12) weeks after the on-site review. After the district has had time to review the report, the State Supervisor will discuss this report with the Superintendent. Any factual errors in the report should be identified and discussed with the State Supervisor. Based on the written documentation submitted to the MSIP Section (DESE), changes in the Preliminary Report may be made. The district may respond to the Preliminary Report by either accepting this report (with or without changes) or by appealing to the Department School Improvement Committee. Any additional information which the district may provide as supporting evidence will also be reviewed by the Department School Improvement Committee.

MSIP Final Report

After the district reviews and comments on the Preliminary Report, the MSIP Section will develop the Final Report. The district may respond to the Final Report by accepting it or by first appealing to the Department School Improvement Committee through the Coordinator of Supervision and then to the State Board of Education through the Commissioner of Elementary and Secondary Education.

Report to the State Board of Education/Accreditation Decision

DSIC will make a recommendation regarding accreditation, and a summary report will be developed for the State Board of Education which will include all strengths and concerns and a recommended accreditation rating. The State Board of Education will, by official action, determine an accreditation rating for each district. Retention of this rating is contingent upon the district including the MSIP identified concerns in the Comprehensive School Improvement Plan within one year following the date of the on-site review and making progress in implementing this plan. An accreditation rating will remain in effect for five years, unless the Department initiates, or the district requests, a re-review at an earlier date.

Sharing Information with the Public

The district will share the results of the Missouri School Improvement Program review with staff, the board of education, students and the community.

Guidelines for Re-Reviews

For those Districts which are Provisionally Accredited Overall

A. MSIP will conduct no more than one re-review visit during the five years between scheduled reviews.

B. A re-review will not be conducted until at least one year after the State Board action to accredit the district.

C. A re-review must be conducted more than eighteen months prior to the next regularly scheduled MSIP review.

D. A re-review will not be conducted unless a district "meets" expected levels of student performance as determined by the current performance scoring guide, except that a two-year trend, rather than a four-year trend, will be used to assess improvement.

For those Districts which are Unaccredited Overall

A. A re-review will be conducted no earlier than nine months following the State Board action on accreditation, but no later than eighteen months following such action.

B. All three MSIP areas (Resource, Process, Performance) will be reviewed, but the main focus of the review will be on the concern(s) originally cited. Re-review report writing forms will be used to enhance the consistency of reports.

Re-Review Process

A. A date is set and a team assembled. The size of the team will depend on the size of the district and the number of concerns that were identified in the original report. The re-review will be one or two days in length.

B. All three MSIP areas (Resource, Process, Performance) will be reviewed, but the main focus of the review will be on the concern(s) originally cited. Re-review report writing forms will be used.

C. All re-review reports will be evaluated by DSIC using the scoring guides that are applicable as of the date of the re-review. A re-review does not guarantee that the district will be granted a higher accreditation rating.

Monitoring Progress

The district will submit a Comprehensive School Improvement Plan (CSIP) to the State Supervisor who will work with the district to review progress on district plans as necessary. The State Supervisor will annually review student performance data to determine that the district is either making adequate improvement or is maintaining performance at a high level. If performance data suggests a lack of progress, the Department may request a review and update of the CSIP and may initiate a re-review of the district.

Administrative Response Letter

The Department School Improvement Committee will identify some concerns which are minor, short-range, and "easy to fix." Districts will not be expected to incorporate these concerns into the Comprehensive School Improvement Plan. The district administrator must, within three months after receiving the final report from the Department, submit an administrative response letter to the MSIP Section and to the State Supervisor detailing what action has been taken or will be taken in the twelve months following the on-site review to alleviate or correct these minor concerns.

The Comprehensive School Improvement Plan

The district's Comprehensive School Improvement Plan must incorporate all major concerns identified by the Department School Improvement Committee. A ***Handbook for School Improvement Plans***, which is available through the MSIP Section (DESE), provides information regarding the comprehensive planning process.

V: APPENDICES

APPENDIX A:	**INTERVIEW SCHEDULES**
APPENDIX B:	**SELF-STUDY EXAMPLE**
APPENDIX C:	**REQUIRED DOCUMENTATION**
APPENDIX D:	**DOCUMENTATION FORMS**
APPENDIX E:	**PERFORMANCE FORMS**
APPENDIX F:	**EVALUATION GUIDELINES**

APPENDIX A: INTERVIEW SCHEDULES

Interview Scheduling Suggestions:

1. Use the list of staff members to be interviewed which is given to the district by MSIP. If a teacher/staff member has left the district, the staff member replacing this person should be interviewed instead.
2. Team members should have a private area in which to conduct the interviews. Teachers should go to the Team Member (who stays in one location) for interviews.
3. Teacher interviews should be 25-35 minutes long, with 5 minutes between interviews. Librarian, counselor and PDC chair interviews should be 45-60 minutes long. Principals and superintendents should have 60 minute interviews scheduled.
4. Cooks, bus drivers, custodians, secretaries may be scheduled in group interviews (15-20 minutes for each support staff group). Transportation directors, maintenance supervisors, or nutrition directors should have individual interview times.
5. Some interviews need to be assigned to specific Team Members:

   Librarians.....LMC Team Member(s)
   Counselors.....Guidance/Counseling Team Member(s)
   PDC chair.....PDC Team Member(s)
   Superintendent/Principals/Secretaries....Governance Team Member(s)
   Cooks, Bus Drivers, Nurses.....Support Services Team Member (s)
   Custodians/Safety Directors.....Facilities and Safety Team Member(s)
   Curriculum Coordinators, Chairs or
   Curriculum Committee Members.....Curriculum Team Member(s)
6. State/federal ("systems") monitors usually contact the district to make arrangements to interview the staff members they need to see. If the systems monitor does not make these arrangements in advance, assign vocational teachers to the vocational monitor and PAT, VIDEO, Incentive Grant and gifted education staff to the systems monitor. Special education teachers are not part of the regular interview schedule (unless they are on the list sent from the MSIP Section), but may be involved in the special education monitoring process. If interviewed by any monitor, staff members do not have to be interviewed individually. Federal programs staff will interview district personnel with responsibilities for federal programs such as Titles I, II, VI; Safe and Drug-Free Schools and Communities; Goals 2000; ESOL; Migrant; and Homeless.
7. Always list teachers' names and positions (grade level, staff assignment) in the interview schedule.
8. Use the form on the following page to create the overall interview schedule and submit this to the State Supervisor, who will review and revise the schedule as necessary.

Example:

Team Member: Cynthia White (Curriculum Committee)
Interview Location: Library Conference Rm.
Times: 8:00-8:35 Name and Position of Teacher Being Interviewed (e.g. Mary Smith, 1st Grade)
8:40-9:15 Name and Position of Teacher Being Interviewed
9:20-9:55 Name and Position of Teacher Being Interviewed
10:00-10:35 Name and Position of Teacher Being Interviewed
11:00-11:30 School Observations
11:30-12:15 Lunch in Cafeteria (1st Floor)

Team Member:_____
Location:_____
Time: Name/Position of Interviewed Staff:

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Team Member:_____
Location:_____
Time: Name/Position of Interviewed Staff:

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Team Member:_____
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Team Member:_____
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APPENDIX B: SELF-STUDY EXAMPLE

8.1A At-Risk Students -- The district implements a system for continuously identifying and serving students at risk of educational failure.

***2. The district, in conjunction with community resources, provides appropriate services to meet the needs of identified at-risk students.**

In January 1991, seven faculty members received training to establish an intervention Core Team to work with at-risk students through the Student Assistance Program. This team is still in place and works to identify at-risk students, plan appropriate intervention strategies and evaluate the results of these strategies on a regular basis.

Although some after-school help had been available previously, a High Risk Youth grant provided for formal after-school tutoring in November 1991, through funding provided by the Department of Mental Health. After this grant expired in 1992, teachers continued providing formal after-school tutoring sessions. These sessions are regularly scheduled, and attendance at each session is recorded.

In Spring, 1992, three faculty, three parents and two students were sent to receive training related to at-risk programs and procedures, and a five-year plan was written by the district to address risks associated with drugs and alcohol. Training has continued on a annual basis for all members of the at-risk advisory committee, faculty and staff. An active at-risk advisory council, junior high/high school drug resistance groups, and an elementary drug education program are in place at the present time. Various speakers and programs (provided by community professional resources, as well as state and local agencies) are presented to help raise awareness of various at-risk behaviors and to help parents address these issues through early intervention and prevention strategies.

The at-risk advisory committee has developed written at-risk policies and procedures in accord with the practices described previously. The district's counselor is funded half-time by a state at-risk grant; serves as a member of each at-risk group; provides special, individual counseling activities for at-risk students identified by the Core Team; and works with community resources and state agencies to meet other identified needs and services. In addition, special education and remedial services are available within the district; these services are described under 8.1 B and C.

DOCUMENTATION: Documentation Form 3: "At-Risk Programs/Services"
Written At-Risk Policies and Procedures and Substance Abuse Prevention Plan
Student Assistance Program information
List of Speakers, Programs, Training provided on At-Risk Issues and Strategies

APPENDIX C: REQUIRED DOCUMENTATION

General Principles of Documentation --The following suggestions are provided to districts beginning the documentation process. **Documentation is <u>not</u> required for the Resource and Performance Standards - only for the Process Standards and Starred Indicators.**

- It is strongly recommended, but not required, that districts use the documentation forms found in Appendix D. If a district chooses not to use these forms, then the information requested on them should be included in the documentation for the standards associated with these forms.
- Each piece of documentation should have a direct relationship to the overall Process Standard or to a starred Indicator and this relationship should be made very clear so the Team Member who is reviewing the information can understand the relationship.
- Districts have successfully used the following techniques organize their documentation:
  - Use file folders clearly labeled by Process Standard and Indicator numbers.
  - Label each document with the applicable Process Standard and Indicator number.
  - Highlight pertinent information on the document.
  - Annotate why the information is considered significant if the connection is not apparent.
- Cross-references may be freely used within any process area, but should be used sparingly between different process areas. Team Members are expected to review all the documentation materials in their process area, but may not always have easy access to other process area files when working on their reports. Cross-references to the self-study may be either by page number or by copying the self-study response for the documentation file.
- If the most significant and relevant document is "lost" in a flood of other materials, Team Members may overlook this document or not have the time to evaluate its significance. **MORE IS NOT NECESSARILY BETTER!**
- Ask self-study committees to review the required documentation of the Process Standards and Indicators and to suggest additional or alternative documentation which may be helpful to the team.
- Ask other staff members who have not prepared the documentation or the self-study to review the file against the Process Standards and Indicators and against the team report writing forms for each process area. Sometimes it helps to have a new, fresh perspective in the final review stage!

Specific Documentation -- On pages 19-33, specific suggestions for documenting each Process Standard are provided. At the end of each process area, an "Additional Information" section defines important concepts, offers some additional documentation suggestions, and provides other information which may help those preparing the documentation files. In Appendix D, forms are provided to use as documentation for some Process Standards. Districts are encouraged to use these forms; but, if these forms are not used, the information requested should be provided in the documentation file in some other format. Each district will not have all the documentation listed on the following pages, but most districts will have most of these documents. When reading the following section, it is important to remember that:

1. Essential documentation is listed first.
2. Essential documentation may be followed by "**or**" and an alternative type of documentation. (Either documentation is acceptable.)
3. <u>Documentation which may be presented if available, but which is not required, is italicized.</u> (If, for example, scrapbooks have been completed for other purposes, they could be used to document activities.)

CURRICULUM DOCUMENTATION

6.1 A Written Curriculum

- Curriculum guides for each program/course and at all grade levels (see chart, p. 20)--include information regarding which guides have been revised to reflect the state's "Show-Me" Standards
- Graduate goals for each core subject area (noting where these can be found if not in the curriculum guides)--include information on how these goals were identified and who was involved in the process
- *Any board policies on curriculum and instruction (or may cross-reference to the policy manual)*

6.1 B Curriculum Implementation

- **(This standard will be documented primarily through interviews, advance questionnaire responses, and the self-study response.)**
- *Any memos, policies, handbook statements, or other information related to curriculum implementation*

6.1 C Curriculum Assessing, Monitoring, and Revision

- Any information related to the district's curriculum development, revision, review time schedules and assigned responsibilities (from teachers' handbook, policies, curriculum plan, curriculum committees, etc.)
- Curriculum-related surveys, demographic studies or assessment data used to evaluate the effectiveness of the curriculum (see also Graduate Follow-Up Information under Standard 13.1B) and a summary of the results of these evaluations

Additional Information

- "Rationales" are explanations of why certain content is taught or why certain methods of instruction are used. Ideally, rationales address the relationship between the goals of a specific class or subject area, the expectations held for district graduates, and the district's mission and philosophy. (6.1A,*2)
- "Course Descriptions" explain what the content of a course is (usually by instructional unit) and the overall goals and objectives, as well as the general assessment/performance objectives. (6.1A,*2)
- "Measurable Objectives" are learner objectives that can be directly assessed or evaluated. (6.1A,*2)
- "Show-Me Standards" are the performance standards adopted by the State Board of Education which describe the content and processes the state expects students to attain before graduation. (6.1A,*2)
- The State Board of Education (School Administrator Letter: March 15, 1996) has indicated that "districts can meet the new 'written curriculum requirement' if they have reviewed/updated at least one curricular area by the start of the 1997-98 school year and are 'in process' with a reasonable plan for completing the full curriculum review." The schedule for the revised assessment component related to each curriculum subject area follows; however, districts may elect to follow a different schedule for meeting the curriculum requirement: (6.1A,*2)

Math	Spring 1997
Communication Arts	Spring 1998
Science	Spring 1998
Health/Physical Education	Spring 1999
Fine Arts	Spring 1999
Social Studies	Spring 2000

Team Members will be using a chart somewhat similar to the one listed below to summarize their observations about the district's written curriculum:

REQUIRED						OPTIONAL			
Subject Areas	Rationale	Course Description	Measurable Learner Objectives	Grad. Out-comes *	Cross Ref. **	Scope & Sequence	Resources	Instructional Strategies	Evaluations/ Assessments
Language Arts									
Math									
Science									
Social Studies									
Fine Arts Art Music									
Health Education									
Physical Education									
Foreign Language									
Practical Arts									
Other									

*** Graduate Outcomes: Team will check to see if these have been developed in the six subject areas (language arts, math, science, social studies, fine arts and health/physical education).**

**** Cross-references to the Show-Me Standards will be phased in over the second MSIP cycle. In 1997-98, one of the core subject areas should have cross-references to the applicable Show-Me Standards. In subsequent years, additional subject areas should be cross-referenced, so that by June 2001, all six required subject areas will be aligned with the Show-Me Standards. A revision schedule should show how the district plans to accomplish this alignment by June 2001. Districts are encouraged to align all subject areas to the Show-Me Standards.**

INSTRUCTION DOCUMENTATION

7.1 A Sharing Objectives

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

7.1 B Varied Strategies

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

7.1 C Monitoring and Reporting Progress

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

7.1 D Cooperative Work

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

7.2 A Assessment Plan

- District Procedural Assessment Plan
- Board minutes showing annual board review of assessment plan
- Board policies on assessment

7.2 B Assessment Data

- Board minutes or board reports showing annual board review of student assessment data (current year and longitudinal) in aggregate and disaggregated formats (disaggregated for gender, students with disabilities, and race/ethnic groups [if any building has an enrollment of 30 or more students in any single racial/ethnic group and these students represent five (5) percent or more of its total enrollment])
- Any evidence of improved curriculum/instruction which has resulted from the assessment process

7.3 Instructional Resources

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

7.4 Extended Learning Time and Alternative Delivery Systems

- Form to be completed by district:
  " Extended Learning Activities and Alternative Delivery Systems" (Doc. Form 1, p. 35)

7.5 Technology

- Form to be completed by district: "Instructional Equipment/Technology" (Doc. Form 2, p. 36)
- Cross-references to sections in curriculum guides where technology/research skills are included
- *District technology plan (if available)*

7.6 Multicultural/ Equity

- Staff training activities related to presenting equity concepts or to unbiased practices
- List of equity-related objectives, instructional units or resources (social studies, language arts, etc.)
- Textbook or resource-selection criteria related to equity
- Any Sexual Harassment Policies adopted by the district
- *Any available enrollment data (gender, disability, race/ethnicity, etc.) in vocational classes, upper-level math and science courses*

Additional Information

- "Instructional Materials" generally refers to the textbooks and supplemental materials used in the classroom. (7.3*2-3)
- "Instructional Equipment" generally refers to computers (and software), CD-ROMS, VCRs/TVs, overhead projectors, etc. (7.3*3 and *5)
- "Instructional Technology" generally refers to computers, software, and computer-related resources. (7.5*1-2)
- Coordination/cooperative efforts between teachers may also be documented by memos, forms, checklists or by scheduled meetings. (7.1D*1)
- Assessment plan components may be found in one document or in several documents. (7.2A*1)
- Disaggregated data may be analyzed for the current year and also over a period of time (longitudinal analysis); for students with disabilities, longitudinal analysis is essential. (7.2B*1-4)
- Multicultural/gender-fair/disability-fair concepts and practices may be infused through practices which result in equitable achievement by all. Practices are difficult to document; therefore, supporting evidence, such as a list of events or special exhibits focused on equity, survey information, performance data, or policies regarding equity (statements in handbooks, board policies, etc.) may be used, if available, to support the concept that equity issues are addressed. Team members will be looking for displays and LMC resources which reflect multiculturalism and diversity. (7.6*2)
- Criteria related to resource selection could apply to textbooks, supplemental instructional materials, software, audiovisual materials, LMC resources, etc. In general, learning resources should have: nonbiased language; nonstereotypic pictures of men and women, all races and ethnic cultures, and peoples with disabilities; inclusion of contributions by women and minorities; and representations of people with disabilities. (7.6*3)

DIFFERENTIATED INSTRUCTION / SUPPLEMENTAL PROGRAMS DOCUMENTATION

8.1 A At-Risk Students

- Form to be completed by district: "At-Risk Programs/Services" (Doc. Form 3, p. 37)
- Written procedures related to at-risk identification and services
- Written procedures for crisis situations and training related to handling crisis situations
- Information related to follow-up counseling, and other services for students who drop out of school

8.1 B Special Education

The Special Education School Improvement Section will provide districts being reviewed each year with updated documentation requests. Special Education School Improvement reviews are customized for individual districts depending on the special education programs and services provided by the district and the areas of focus identified by the Special Education School Improvement Section. The Special Education School Improvement Area Supervisor will indicate to the district the components to be monitored in the customized review. Standards to be examined will be indicated by written correspondence. The required documentation is gathered through file review and interviews. Any or all of the following Documents from the Special Education Program Review Standards Manual may be used during a Special Education Program Review:

Document A - Administrator Checklist
Document B - Case Record Review
Document C - Supplemental Procedural Requirements
Document D - Least Restrictive Environment
Document E1 - Ancillary, Teacher Caseload, Paraprofessional, Homebound
Document E2 - Speech Implementor
Document F1 - Transfer Students (In-state)
Document F2 - Transfer Students (Out-of-state)
Documents G1 - G15 - Eligibility Criteria

Sources of documentation for a program review include:

a. Interviews with administrators, teachers and others
b. Student files
c. District files
d. District submitted data including:
    1. Document I (Case Manager/Alternative Placement list)
    2. Document J (Paraprofessional Checklist)
    3. Information on exemplary or outstanding programs

8.1 C Educationally Disadvantaged Students--Funding through Title I

- Financial records (to include documentation of purchased services and inventory)
- Parent participation policy
- Master eligibility list for targeted assistance schools
- Individual class schedules and rosters for targeted assistance schools
- Proper credentials for all Title I staff
- Breakdown of Allocation Form
- Title I LEA Program Plan
- Schoolwide Program Plan(s)--(for buildings that have schoolwide programs)

8.1 C Other Educational Disadvantaged Programs--District-Funded

- *Any available information related to identification, services, enrollment (if such programs provided)*

8.1 D Migrant Students

- Evidence regarding identification procedures/processes (including referrals)/programs for migratory students.

8.1 E English for Speakers of Other Languages (ESOL) Programs

- Form to be completed by the district: "English for Speakers of Other Languages Programs" (Doc. Form 4, p. 38)

8.1 F Homeless Students

- Any policies and procedures adopted by the board on providing services to homeless students
- Designation of homeless coordinator (in job description, board minutes, etc.)
- (If homeless students have been identified: list of services provided)

8.1 G Preschool Education

- Form to be completed by the district: "Preschool Education Activities" (Doc. Form 5, p.39)

8.2 Gifted Education

- Form to be completed by the district: "Gifted/Talented Education" (Doc. Form 6, p. 40)

8.3 A-E Vocational Education

- Curriculum guides for each vocational program/course (including a statement of philosophy, measurable program/course objectives, learner outcomes [competencies], instructional/teaching plan, and student outcomes measurement procedures/instruments)
- Recordkeeping system for student competency mastery
- Course description document for district that includes vocational education courses
- List of support services provided for students enrolled in vocational education programs/courses
- Results of labor market and student needs assessments (survey information, collected data, etc.)
- Membership rosters of all vocational student organizations
- Current program of work for all vocational student organizations
- All documents used with any off-campus education programs (including application, student selection criteria, training plans/agreements, list of training stations, supervision procedures, description of student experiences, activities and/or outcomes)
- Vocational education advisory committee(s) membership roster and minutes of meeting
- Vocational education program/course evaluation plan and latest report
- Vocational education student follow-up data
- Long-range plans for vocational education program improvement
- Copies of articulation agreements with postsecondary institutions

Note: Team Members will be provided an approved program listing (directory) and the district's special populations report by the Department.

8.4 Co-curricular and Extracurricular Activities

- Form to be completed by the district: "Co-curricular/Extracurricular Activities" (Doc. Form 7, p. 41)

8.5 Parent Education

- Form to be completed by the district: "Parent Education Activities" (Doc. Form 8, p. 42)
- *Evidence regarding parent programs (such as, samples of newsletters including parent education articles or announcements, publicity regarding parent education activities, agendas, programs, meeting schedules, attendance/meeting records, or other information.)*

8.6 Community Education

- Board policies regarding use of school facilities by community groups
- Form to be completed by the district: "Community Education" (Doc. Form 9, p. 43)

8.7 State and Federal Programs

- Application and current fiscal records for each program in which district is participating (i.e., Title I, Title II, Title VI, Safe and Drug-Free Schools and Communities Act Programs, VIDEO, Safe Schools, Grants for Local Reform/Goals 200, Incentives Grants, Parents as Teacher).

Additional Information

- Formal identification procedures for at-risk students and gifted/talented students are required, but these procedures may vary from district to district depending on the nature of at-risk behavior prevalent in a district or the district's definition of gifted and talented students. Program funding requirements, however, may mandate certain identification procedures. (8.1A*1 and 8.2*1)
- At the elementary level, curriculum-related and performing arts activities may be annual events such as participation in (and preparation for) geography/spelling bees, math relays, art shows, music program, etc. Examples of curriculum-related clubs would be Spanish, French, computer, debate, drama, environmental clubs. Examples of intra-/inter-scholastic academic activities include geography/spelling bees, math, writing and science competitions, band competitions, etc. Fine arts activities include art shows, special music groups, dance/drama productions, etc. (8.4*1)
- Parent education activities focus on educating parents about the developmental (social, emotional, intellectual) needs of their children. Parent involvement activities focus on getting parent participation in all areas of school activities. Parent education activities cover a wide variety of information-sharing and involvement activities with parents/guardians. Districts may respond to this standard by documenting their efforts in school-family collaboration (e.g., cooperative efforts with preschool programs such as Head Start, PAT, Even Start, etc.); transitioning activities to help parents with children entering school from home, day-care, or other preschool programs or progressing to other levels within the school grades (elementary to middle school, for example) or entering special programs or areas of study (students with disabilities transitioning into work-training sites); parent involvement activities in terms of parents working with students on learning activities at home, teachers visiting students' homes, mentoring, tutoring and volunteering opportunities, and parent observations of classroom activities; parent communications (surveys; information dissemination -- in family's primary language, if possible; workshops and seminars; parent-teacher conferences and other media/print methods of communication. (8.5*2-4)
- **Districts may use scrapbooks to document parent involvement activities (8.5), extracurricular activities (8.4), or other program areas if these are already compiled. However, it is not necessary to create these scrapbooks for the MSIP review.**
- Preschool activities may include formal programs for preschool children (supported through special education, Title I, district, or other funds) and child-care programs (early childhood-funded or district-funded). These activities may also include "transition" activities which serve as a bridge for students entering kindergarten. (8.1G)

CLIMATE DOCUMENTATION

9.1 A Focus on Learning

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

9.1 B Learning Climate Implemented

- Form to be completed by the district: "Students / Staff Recognition Activities" (Doc. Form 10, p. 44)
- Procedures or policies regarding the protection of instructional time **or** sections in student and faculty handbooks about protection of instructional time
- Staff attendance percentages

9.1 C Orderly Environment

- Board policies on discipline or conduct (including due process provisions and procedures regarding students with disabilities)
- Discipline code(s) used in district or individual buildings **and/or** sections in student and faculty handbooks about discipline, conduct, attendance, suspensions, and expulsions
- Evidence of parent, student, staff input into discipline policies and procedures

Additional Information

- Protection of instructional time may be accomplished through formal procedures or informal ones. If a district does not have formal procedures, then it would be helpful to describe the informal procedures used by teachers and/or administrators to protect instructional time in each building. (9.1B*1)
- Survey responses, interview responses and team observations on instructional climate are used in the report writing process, in addition to the documentation requested. If the district has other data or evidence indicating that a good climate for learning exists, this evidence will be taken into account. For example, the district may have conducted its own surveys, may have a large number of parent or community volunteers working in the school, may have effective reward systems for behavior management or academic achievement, etc.; this information, if available, would be appropriate to use in the documentation file, but is not required. (9.1A, B and C)
- Student attendance data is taken from Core Data reports and is reported as part of the Performance Report. Concerns related to student attendance are addressed under the Performance Standards. (9.1B*3)

LIBRARY MEDIA CENTER DOCUMENTATION

10.1 A LMC Procedural Plan(s)

- Written LMC procedural plan(s)
- District policies for LMC -- collection development/selection (including weeding and gifts), copyright, access to the LMC resources/circulation, and confidentiality
- Copy(ies) of form(s) used to survey students and staff regarding their evaluation of the LMC services **and** a copy of the results of the most recent evaluation **and** the actions taken to improve services based on these findings.

10.1 B LMC Available

- Circulation statistics **or** report including these statistics
- Form to be completed by the district: "LMC Hours and Staffing" (Doc. Form 11, p. 45) **or** LMC weekly schedules of instruction and activities

10.1 C LMC Resources

- Results of any district-initiated evaluations regarding the number and adequacy of the LMC resources
- Form to be completed by district: "Instructional Equipment and Technology" (Doc. Form 2, p. 36) (see also Standard 7.5 for same documentation)

10.1 D Instruction in Research and Library Skills

- LMC curriculum, K-12
- Cross-references to other curriculum guides (if these contain information literacy/research objectives as strands within subject area curriculum)

Additional Information

- New Library/Learning Media Center Standards are being developed through the Missouri Association for School Librarians. When these are adopted by the State Board, districts will be expected to evaluate their resources as outlined in these standards. Although districts may not have all of the recommended resources, they will be expected to show improvement in their LMC collections over time. (10.1C*2-3)
- Evaluation of LMC services may include an evaluation of the LMC resources themselves, but would also include some of the following: evaluations of how the LMC resources are used; how accessible the LMC staff, resources and facilities are; what LMC services are most needed by students; how adequately staff members are served by the LMC resources; how well the resources meet curriculum needs, etc. (10.1A*2)
- Procedural LMC plans are in place if all components can be found (though not in one document). (10.1A*1)
- A report on the LMC resources should be submitted by the district through the Core Data collection process in June of each year and will be made available to the MSIP review team. (10.1C*2-3)

GUIDANCE AND COUNSELING DOCUMENTATION

11.1 A Structured Guidance Activities

- Guidance curriculum, K-12 (including scope and sequence if available)
- Summary of last guidance needs assessment results (grades 4-12)
- Counselor's schedule of activities (weekly/semester/annual) **or** calendars/planners (see also 11.1B) **or** list of additional competencies which may not be part of the instructional guidance curriculum

11.1 B Educational and Career Planning

- Description of overall assessment, advisement and placement activities--including career awareness (may be cross-referenced to self-study)
- Counselor's schedule of activities (semester or annual) **or** calendars/planners (see also 11.1A)
- Forms for implementing individual student planning activities
- Procedures/Directions for implementing educational/career plans (from handbooks, guidance plan, parent/student letters, policies or written procedures from any other source)
- List of education/vocational resources available to students, such as MoVIEW materials and other computerized resources, occupational indexes, college catalogs, assessment instruments, test preparation manuals, etc. (may be cross-referenced to self-study)
- Vocational placement records (if district has an Area Vocational-Technical School)

11.1 C Responsive Services

- List of referral agencies and forms used for referrals
- List of vocational placement resources (agencies, businesses, and other professional organizations)
- Board policies or procedures related to referral process
- Description of how small-group and individual counseling is provided (may be cross-referenced to self-study)

11.1 D Management and Support

- **(This standard will be documented through interviews, advance questionnaire responses, and the self-study response.)**

11.1 E Guidance Program/Plan

- Written procedural guidance plan (including definition of program, philosophy, goals/objectives, identified competencies, service delivery activities, and procedures for evaluating the program)
- List of guidance advisory committee members and minutes of most recent two meetings
- Program evaluation results/reports **and/or** references to board minutes regarding such evaluation
- *Any board policies related to guidance services*

Additional Information

- Documentation of assessment, advisement and placement activities could include instructional units or activities at the elementary level which focuses on career awareness, job requirements, required training or education for certain jobs, as well as any interest assessments, guest speakers who discuss their jobs, etc. (11.1B*1)
- Guidance resources should be housed in a place where students can readily access them (in the LMC, guidance office, etc.). (11.1B*3)

PROFESSIONAL DEVELOPMENT DOCUMENTATION

12.1 A Professional Development Program

- List of district Professional Development Committee members and minutes of last year's PDC meetings
- All professional development policies and procedures
- Professional development procedural plan (in teachers' handbook or separate document), including
  a. goals, objectives, evaluation criteria
  b. appropriate policies and procedures (including those needed to assure that professional development activities are related to the district's Comprehensive School Improvement Plan (CSIP)
  c. mentoring provisions/procedures
- Assessment of needs relate to professional development based on faculty input, student data, etc.
- Evaluation results for the total professional development program (see also Standard 13.1 B)
- Evidence of how the district ensures there is a relationship between the PDC activities and the Comprehensive School Improvement Plan (may be taken from the self-study or Doc. Form 12, p. 46 [see 12.1 B])
- Budget allocations for professional development (or cross-reference budget line-item number)

12.1 B Professional Development Participation

- Professional development requirements **and** reimbursement policies and procedures (from either board policy manual or teachers' handbooks, etc.)
- Form to be completed by the district: "Professional Activities In and Out of the District" (Doc. Form 12, p. 46)
- *Any evidence or research used by the district to validate that teaching practices have improved as a result of inservice educational programs (or cross-reference to self-study response)*

Additional Information

- Although members of the PDC committee should be elected, not appointed, districts with fewer than 10 teachers may choose to have all teachers serve on the PDC. (12.1A*1)
- Information regarding teachers' professional development needs should be based on faculty input, student assessment data and other information (e.g., district improvement goals). Faculty input may be collected through a survey to determine what professional development activities teachers feel are needed or would be useful to them. These surveys can be very simple, but should be conducted annually. (12.1A*4)
- There are many kinds of professional development plans. In general, Team Members do not need to see individual teachers' professional development plans, although the forms used for these plans could be used to document the process used for beginning teachers or Career Ladder teachers. The plan which should be documented is the Districtwide Professional Development Plan, which is developed by the PDC and used to guide all professional development activities; this plan may be incorporated as part of the CSIP. In either case, Team Members need to understand how the PDC's professional development plan and the activities sponsored by the PDC relate to and support the district's comprehensive school improvement plan. (12.1A*4-5)

GOVERNANCE AND ADMINISTRATION DOCUMENTATION

13.1 A District Mission and Goals

- District's mission and goals statements **and** information about where mission and goals can be accessed by public (may be cross-referenced to self-study)
- *Any provisions regarding periodic review and revision of these statements*

13.1 B Districtwide Evaluation Procedural Plan

- Districtwide evaluation plan (written procedural plan for evaluation of all programs and services)
- Results of follow-up studies on graduates **and** any other evaluation sources
- Board minutes which show adoption of the evaluation plan **and** that evaluation results are reviewed by the board
- Evidence to show how evaluation results have been used to make changes (to adjust staff or resources) or identify areas/goals for improvement (may be from self-study)

13.1 C Comprehensive School Improvement Plan (CSIP)

- Written Comprehensive School Improvement Plan
- List of sources used to derive school improvement goals
- Evidence regarding implementation of the CSIP **and/or** improvements made as a result of the CSIP

13.2 A District Policies and Procedures

- Board policies and procedures book/manual
- Information regarding how policies are made available to staff and public (may be cross-referenced to self-study)

13.2 B Board Functioning

- Board minutes for past year
- List of board member training activities attended by board members appointed or elected after August 1993 -- including hours completed by each board member **and** source of such training
- Policies or procedures regarding staff contact with board members, role of board/role of administration

13.3 A Staff Employment

- Job descriptions (by type of position held) for employees
- Policies/procedures regarding employment and district applications (or page/letter references)

13.3 B Staff Assessment

- A description of staff (professional and support) evaluation procedures (may be cross-referenced from self-study)
- *Any policies related to staff assessment*

13.3 Compensation Program/Salary Schedule

- Compensation plan/provisions **and/or** policies
- Salary schedule
- Information showing lowest teacher salary (excluding extra-duty pay) actually paid and lowest salary for teachers with a Master's Degree and 10 years of experience (excluding extra-duty pay) **or** list of current teaching staff and salary (without extra-duty pay) paid to each with notes showing those with Master's Degrees and 10 years of experience

13.4 A Fiscal Responsibility and Accountability

- Comprehensive School Improvement Plan -- sections related to financial planning (or may be cross-referenced to 13.1C)
- Current budget document
- Annual Secretary to the Board's Report (FD-5) for previous two school years

13.4 B Systematic Fiscal Management

- Most recent audit report **and** management letter
- Inventory procedures and inventories **and** purchase-order forms and procedures
- List of training received by district's chief administrative officer in Missouri School Finance (may be cross-referenced from self-study)

13.5 A Advisory Committees

- Form to be completed by district: "Advisory Committees" (Doc. Form 13, p. 47)
- *Any procedures/policies regarding parent/guardian and/or community involvement*

13.5 B Public Information and Involvement

- Copy of the annual Public Report on school programs, assessment data, etc.
- Any district publications, brochures, informational literature regarding school programs
- Policies and procedures regarding public complaints or input into school decisions

Additional Information

- If the district is spending more than it is receiving in revenues (deficit spending), describe why this is happening either in the self-study or documentation file. If deficit spending occurred because of one-time operational or capital expenditures (such as building improvement costs, large purchases of equipment, large payments on debt or lease purchases), be sure to include this information in the documentation. (13.4A*2)
- The process used to review and revise policies should be described in the self-study. Policies should include adoption dates and any subsequent revision dates. (13.2A*4)
- The team will be looking for generic job descriptions for staff positions (teacher, counselor, principal, etc.), not for specific descriptions of individual staff members' responsibilities. (13.3A*1)
- District may use scrapbooks to document public participation and involvement, but **do not need to create these for the MSIP review process**. If available, scrapbooks of community participation (13.5B), extracurricular activities (8.4), student organizations (8.3C and 8.4), recognition activities (9.1B) and community education activities (8.6) may be used to supplement the other information which is requested. However, the other information requested under these standards is sufficient for the team evaluation process.

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FACILITIES AND SAFETY DOCUMENTATION

14.1 A Facilities

- **(This standard will be documented through interviews, advance questionnaire responses, team observations and the self-study response.)**

14.1 B Facilities Planning

- Comprehensive School Improvement Plan--sections related to facilities improvement and maintenance (or may be cross-referenced to 13.1C)
- Schedule of maintenance/renovations currently in progress
- Accessibility study (Americans with Disabilities Act) **and** board-approved transition plan/corrective action plan for accessibility

14.2 Safety

- Safety inspection checklist(s) completed by school personnel in past two years
- Results of safety inspections conducted by other agencies during past two years
- Written emergency procedures and evacuation plans
- Form to be completed by the district: "Safety" (Doc. Form 14, p. 48)

Additional Information

- The number of fire and tornado drills required of districts varies by location and local codes. Ordinarily, teams would expect to see at least two such drills conducted each year and more if required by local regulations. Many districts are also required, because of their location in relation to the New Madrid fault lines, to conduct two earthquake drills each year (one each semester). (14.2*5)
- If facilities improvements have been authorized or contracted for, but have not yet been started, evidence of this authorization should be documented. Accessibility corrections should be addressed either in the transition plan, corrective action plan or in contracts. (14.1*1)
- If safety or sanitation concerns have been identified by the district or other agencies, actions taken since these inspections should be documented or the re-inspection reports (showing corrections of these concerns) should be included in the documentation file. (14.1A*3 and 14.2*2)

SUPPORT SERVICES DOCUMENTATION

15.1 School Health Services

- District health services plan (including goals, services activities and an evaluation design)
- Board policies on health services, communicable diseases, child abuse and neglect, immunizations and administration of medication (or page references)
- Location of cumulative health records, immunization records, emergency medical records for students and staff
- Written procedures for first aid, emergency care, follow-up counseling and referral of students with identified health problems.
- Sample of accident/first aid report forms (see also Doc. Form 14, p. 48)
- List of health instructional units provided through school health personnel (may be cross-referenced from self-study)

15.2 Nutrition Services

- State Food Service documents showing:
  - Approved application agreement
  - Free/reduced price meals procedures, criteria informational materials
- Last food services monitoring report and correspondence citing corrective action(s)
- Written nutrition services plan and evaluation criteria
- Health Department Sanitation Report
- Breakfast program surveys/board minutes regarding breakfast program consideration (if breakfast program not offered)

15.3 Transportation

- Inspection reports (August and Spring) for district buses
- Proof of liability **and** property damage insurance for buses
- Contracts with outside provider(s) (if any)
- Discipline/conduct codes related to student behavior on district buses (may be cross-referenced to 9.1 C) and any other procedures used to enforce discipline
- Copies of appropriate bus drivers' licenses and permits
- Copies of pre-trip inspections for past year **or** location of these inspection forms for past year
- Form to be completed by the district: "Transportation Services" (Doc. Form 15, p. 49)
- Any evidence that the district has procedures in effect to meet provisions of the Omnibus Transportation Employee Testing Act of 1991 (drug and alcohol misuse prevention)

Additional Information

- In some cases, district may have a health services plan which includes or references a school nurse procedures manual **or** student/staff handbooks (if these contain sections on health issues). If the plan references such sources, then the information in these other documents may be considered as components of the health services plan. However, these other documents cannot replace the health services plan unless they include goals for the program, service activities provided and an evaluation design. (15.1*1)
- The Department of Elementary and Secondary Education's Food Services Section has developed the outline of an acceptable nutrition services plan. Districts can add local goals and procedures to complete this plan. (15.2*1)
- Partial partitions in a health care facility are sufficient to provide an "isolation" space for ill students; ill students must be directly observed at all times. (15.1*8)

APPENDIX D: DOCUMENTATION FORMS

It is recommended, but not required, that the district use the following documentation forms in order to expedite the documentation process. Supporting documentation may be attached to the form or filed under the appropriate Indicator.

Documentation Form 1:	**Extended Learning Activities and Alternative Delivery Systems**
Documentation Form 2:	**Instructional Equipment/Technology**
Documentation Form 3:	**At-Risk Programs/Services**
Documentation Form 4:	**English for Speakers of Other Languages (ESOL) Programs**
Documentation Form 5:	**Preschool Education Activities**
Documentation Form 6:	**Gifted/Talented Education**
Documentation Form 7:	**Co-Curricular/Extracurricular Activities**
Documentation Form 8:	**Parent Education Activities**
Documentation Form 9:	**Community Education**
Documentation Form 10:	**Staff / Student Recognition Activities**
Documentation Form 11:	**LMC Hours and Staffing**
Documentation Form 12:	**Professional Development Activities In and Out of the District**
Documentation Form 13:	**Advisory Committees**
Documentation Form 14:	**Safety**
Documentation Form 15:	**Transportation Services**

Districts do not have to prepare documentation for the review team or respond in the self-study to the Resource or Performance Standards and Indicators. Resource Report information is submitted through Core Data and Performance data is either submitted directly to the MSIP Section eight (8) weeks before the onsite review or collected through Core Data and other systems.

District_____ File: Standard 7.4, Indicator 1

Documentation Form 1: Extended Learning Activities and Alternative Delivery Systems

[Complete the following chart by checking if the program/service is provided and by indicating the number of students enrolled or attending these activities during the current school year.]

PROGRAM AVAILABLE [✓]	APPROXIMATE PARTICIPATION	EXTENDED LEARNING ACTIVITIES
_____	_____	indistrict summer school programs
_____	_____	full-day kindergarten
_____	_____	zero-hour classes and/or extended-day classes (regularly scheduled)
_____	_____	out-of-district summer school (tuition provided)
_____	_____	PL 94-142 extended school year services
_____	_____	preschool activities
_____	_____	extended school year-Number of days?_____
_____	_____	extended school day- Number of minutes?_____
_____	_____	Title I extended-day kindergarten
_____	_____	before-/after-school tutorial(s)
_____	_____	evening classes (regularly scheduled)
_____	_____	summer reading program
_____	_____	summer band or music program
_____	_____	summer vocational programs
_____	_____	Saturday classes (regularly scheduled)
_____	_____	homework
_____	_____	other: _____

PROGRAM AVAILABLE[✓]	APPROXIMATE PARTICIPATION	ALTERNATIVE DELIVERY SYSTEMS
_____	_____	independent study classes
_____	_____	credit through extension or correspondence classes
_____	_____	advance placement classes
_____	_____	dual-credit/college-credit classes
_____	_____	alternative school
_____	_____	at-risk program (indistrict/out-of-district)
_____	_____	work-study program
_____	_____	alternative programs in area vocational school (other than regular vocational classes)
_____	_____	satellite instruction/distance learning (classes for course credit only)
_____	_____	alternative scheduling: grade(s): _____
_____	_____	nongraded elementary classes (other than special education); grade(s):_____
_____	_____	other:_____

District_____ **File: Standards 7.5 and 10.1 C**

Documentation Form 2: Instructional Equipment and Technology

[Please answer the following questions and complete the chart for <u>each building</u> in the district:]

Building_____

1. **Who coordinates the instructional technology program?** _____(position)
2. **What percentage of teachers in this building have been trained to use computer technology?**
   Computer-assisted instruction training (software):_____%
   Information-retrieval skills:_____%
3. **When and how are students taught to use computers?**
   Keyboarding Skills:_____
   Remedial/Instructional Programs:_____
   Research/Information Seeking Skills:_____
4. **Does the library have an automated circulation system (YES/NO) or catalog (YES/NO)?**

Complete this chart by providing the appropriate numbers in each grid.	**Classrooms (Total #s)**	**Labs/LANS (Total #s)**	**Libraries/LMCs (Total #s)**
Computers: **Older: AppleII/DOS** **Newer:Macintosh/Windows**			
Laser Disc			
CD-ROM			
VCR			
TV/Monitor			
Satellite Reception/Taping			
Modem/Wireless "modems"			
Internet/MOREnet Connection			
Projection Equipment			
Production Equipment (Camcorder , Editing Machines, Photography Lab Equipment, etc.)			

District_____ **File: Standard 8.1A, Indicator 2**

Documentation Form 3: At-Risk Programs/Services

[Complete the following for the at-risk programs or services implemented within each building in the district.]

Building _____

Program	Grade Level(s)	Approximate Number of Referrals Made

District_____ Standard 8.1 E

Documentation Form 4: English for Speakers of Other Languages (ESOL) Programs

1. **Describe the procedures used to identify ESOL students:**

If ESOL students have been identified, answer questions 2-3.

2. **Describe the language assessment instrument(s) used (e.g., teacher-made tests, Language Assessment Scale, Michigan Test of English Language Proficiency, IDEA Language Proficiency Test, other):**

3. **Describe the programs which serve ESOL students and attach any supporting documentation:**

NAME OF PROGRAM	BUILDING/ GRADES	SERVICES PROVIDED	NUMBER PARTICIPATING

District_____ File: Standard 8.1 G

Documentation Form 5: Preschool Education Activities

1. Please check those activities provided by the district and include numbers of children served in each activity: [Do not include activities offered through the PAT program.]

	PROVIDED [✓]	NUMBER SERVED
Early Childhood Special Education	_____	_____
District-funded Preschool	_____	_____
Title I-funded Preschool	_____	_____
Preschool Childcare funded by District	_____	_____
Child Care Program Funded By Early Childhood Child Care Development Block Grant	_____	_____
Other:_____	_____	_____
Transition Activities such as:		
Prekindergarten orientation sessions	_____	_____
Regularly-scheduled story/library times	_____	_____
Regularly-scheduled activities times	_____	_____
Regularly-scheduled Saturday school	_____	_____
Preschool packets	_____	_____
Written Transition Plan	_____	_____
Sharing records from previous settings	_____	_____
Preschool Parents as members of District Advisory groups	_____	_____
Other:_____	_____	_____
Other:_____	_____	_____

2. If the district does not offer some of the services listed above, but contracts with another district or agency to provide such services, please describe how these services are provided:

District _____ File: Standard 8.2

Documentation Form 6: Gifted/Talented Education

1. **Describe the identification process used to identify gifted/talented students (including the following information):**

   Screening Instrument:

   Individual Intelligence Assessment Instrument:

   Other Factors/Criteria used in Identification Process:

   $$\frac{\text{Total Number Identified}}{\text{Total Enrollment}} = \text{\% of Student Identified as Gifted Talented}$$

2. **Describe the activities/services/differentiated instruction provided for identified gifted and talented students:**

GRADE	SERVICE PROVIDED

District_____ File: Standard 8.4, Indicator 1

Documentation Form 7: Co-Curricular/Extracurricular Activities

1. **The district provides the following types of co-curricular/extracurricular activities at the following grade levels <u>during the current school year</u>:**

	GRADES
Curriculum-related clubs and organizations*	_____
Intra- and interscholastic academic	_____
Fine and performing arts	_____
Intra- and interscholastic sports	_____
Student Government/Other leadership training activities	_____

***Including vocational organizations/clubs**

Large districts may list samples of various types of activities offered at each building level.

ACTIVITIES	BUILDING/GRADE LEVELS	APPROXIMATE NUMBER PARTICIPATING

District_____ File: Standard 8.5

Documentation Form 8: Parent Education Activities

1. **What activities were conducted for parents in the last year as a part of the PAT program which were also available to other parents or to the school as a whole?**

2. **What other (not PAT-sponsored) parent education activities which help parents learn about the developmental needs of their children or about how to become better parents are provided? (Such activities may be sponsored by other agencies if the district distributes the information about these activities.)**

3. **Are there any formal programs (such as Practical Parenting Partnerships, Parent-Student-Teacher Association, Title I Parent Group) aimed at improving Parent-School cooperation? If so, please list:**

4. **Please check the other parent activities provided in your district on a regular basis for students K-12: [✓]**

Parent Newsletters/Bulletins	_____
Parent Resource Center	_____
Check-out Computers (Parent Instruction)	_____
Parent Bulletin Board	_____
Tutoring Assistance	_____
Classroom Volunteer(s)	_____
LMC Volunteer (s)	_____
Parenting Workshops	_____
Financial Aid Workshops	_____
Parents Serving on Advisory Committees	_____
Parents Participating in Substance Abuse Prevention Groups	_____
Business-School Partnerships/Mentoring/Shadowing Activities	_____
Booster Clubs	_____
Parents Participating in Graduation/Post-graduation Activities	_____
Parents Helping to Supervise Extracurricular Activities	_____

District_____ File: Standard 8.6

Documentation Form 9: Community Education

1. **List any adult education programs or activities which are held in the district (include formal (credit) classes, workshops, arts and crafts lessons, fitness classes, etc. offered either by others or by the district):**

2. **Where are Adult Basic Education (ABE) and General Educational Development (GED) classes available to the district's patrons?**

3. **How are patrons informed of the available ABE/GED services, as well as other educational offerings?**

4. **List all institutions or agencies with which the district cooperates to provide community education opportunities:**

District_____ **File: Standard 9.1 B, Indicator 4**

Documentation Form 10: Student/Staff Recognition Activities

[List recognition activities and grade-level information for each activity.]

STUDENT RECOGNITION PROGRAMS/PROCEDURES: GRADES

STAFF RECOGNITION PROGRAMS/PROCEDURES:

District_____ File: Standard 10.1 B, Indicator 1

Documentation Form 11: LMC Hours and Staffing

Building Name/ Time in Session	Hours LMC Open for Student Use	Hours LMC is Staffed
(Ex: Daily Elementary/8:30-3:15	8:20-3:30	8:20-3:30)

1. Are any of the district LMCs open during:

   Name of Building(s) and Hours:

   evening hours? YES / NO

   summer hours? YES / NO

2. Are any volunteers or support staff members used to staff the library when the librarian is not present?

BUILDING	HOURS	TYPE OF STAFFING

District_____ **File: Standard 12.1 B, Indicator 1**

Documentation Form 12: Professional Development Activities In and Out of the District

Large districts may list samples of various types of activities offered to teachers at each level.

1. **List the Professional Development Activities conducted in the district over the past two years:**

2. **List the Professional Development Activities which staff members have attended out of the district over the past two years:**

3. **List the training sessions on substance-abuse and intervention strategies which have been provided within the last two years:**

4. **Indicate which professional development activities in the above categories are related to district-identified school improvement goals:**

District_____ **File: Standard 13.5 A, Indicator 1**

Documentation Form 13: Advisory Committees

[Check each advisory committees active within the district and provide appropriate documentation (i.e., minutes, membership, meeting times and agendas) for the past 12 months for each required (asterisked) committee.]

COMMITTEE	**CHECK IF PRESENT[✓]**	**COMMUNITY REPRESENTED**
Parents As Teachers Committee*	_____	YES / NO
Vocational Advisory Committee(s)*	_____	YES / NO
Drug-Education Advisory Committee*	_____	YES / NO
Guidance Advisory Committee*	_____	YES / NO
Library Media Center Advisory Committee*	_____	YES / NO
Strategic Planning/Districtwide Planning Committee(s)	_____	YES / NO
Facilities and Safety Committee	_____	YES / NO
Bond/Tax Levy Committee	_____	YES / NO
Curriculum Committee(s)	_____	YES / NO
MSIP Preparation Committee(s)	_____	YES / NO
School Improvement Committee(s)	_____	YES / NO
Title I Parent Advisory Committee	_____	YES / NO
Parent-Teacher Organization	_____	YES / NO
Other:		

District_____ Standard 14.2

Documentation Form 14: Safety

1. **The district's safety coordinator is _____.**

2. **The district's safety policies and procedures can be found in the following location(s):**

Complete the following form for each district building.

Building_____

3. **List the staff members who have current certification in CPR and/or first aid:**

4. **Describe accident reporting procedures and location of accident log(s):**

5. **List the numbers, dates and types of emergency and safety drills held in the past year:**

6. **List the dates of all fire inspections in the past twelve months and who conducted these:**

7. **List other outside safety inspections (boiler, asbestos, fire extinguisher, insurance carrier), who conducted these inspections and when:**

8. **How many fire extinguishers are available for use? _____ Date last inspected?_____**

District_____ **Standard 15.3**

Documentation Form 15: Transportation Services

1. **List all inservice training provided to transportation employees within the last 12 months:**

2. **Provide dates of the school bus emergency evacuation drills conducted this year (or in the previous school year if district is being reviewed early in the school year):**

3. **Note location of the following (if not already included in the documentation file):**
   District bus accident forms (if any) _____
   Daily pre-trip inspection sheets _____
   Bus driver physical examinations _____
   Current licenses/permits for bus drivers_____
   Insurance Records_____
   Spring and August Inspection Reports/Results_____

APPENDIX E: PERFORMANCE WORKSHEETS (K-12 and K-8)

The performance standards worksheets and the name of the person completing them should be sent directly to the MSIP Section two months prior to the on-site MSIP review.

The MSIP Section or your State Supervisor may be contacted for assistance.

A self study and documentation files for the on-site team for the Performance Standards and Indicators **are not needed.**

Send Completed Worksheets to: Assistant Director, Performance Reports
MSIP Section, Division of School Services
P.O. Box 480
Jefferson City, MO 65102-0480
573/526-3822

MSIP STUDENT PERFORMANCE ASSESSMENT

Please refer to the November 22, 1996, letter from Dr. D. Kent King outlining the options and requirements for student performance assessment.

PERFORMANCE WORKSHEETS (K-12)

ACHIEVEMENT

16.1 **General Academic Achievement - The district uses DESE approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.**

The MSIP Section will compile the district's MMAT data or data from the new performance assessment for Indicators *1 and *2.
For the MMAT, the four best nonconsecutive grades (two for the elementary grades 3-6 and two for the secondary grades 7-10) will be selected after evaluating the median student mastery rate and quintile data for grades 3-10. It is possible to use both grades six and seven because grade six is an elementary level test and grade seven is at the secondary level.
Indicators 3 and 4 are optional.

16.2 **Reading Achievement - The reading ability of the district's students is at an acceptable level or demonstrates improvement.**

The MSIP Section will compile data from the reading cluster of the Reading/Language Arts subtest of the MMAT for the two (2) required grade levels. When the communication arts portion of new performance assessment has been implemented, data from this instrument will be utilized instead of the measures specified above. The on-site team will also review information about the district's reading programs.

16.3 **Career Preparation -The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.**

Indicator *1: **The percent of graduates scoring at or above the national average on the American College Testing (ACT) or Scholastic Aptitude Test (SAT).**

NAME OF TEST _____

		Use Data from previous five (5) years.				
Dates:						
Total Number of Graduates	1					
Total Number of Graduates who took the Test	2					
ACT National Average	3					
Number of Graduates who scored at or above the National Average	4					
Percent of Graduates who scored at or above the National Average	5					

Line 4: A student's best score on the test is counted when she/he is a senior regardless of when the test was taken. Students taking the SAT must score above the national mean on both the Verbal and Math portions of the test in order to be counted.

Line 5 = Line 4 / Line 1

Standard 16.3
Indicator*2 **The district demonstrates improvement or an acceptable level of performance on one or more of the following optional performance indicators related to preparation for college:**

THE DISTRICT IS ONLY REQUIRED TO COMPLETE ONE OF THE FOLLOWING OPTIONS: **a, b** or **c**

Standard 16.3, Indicator *2
Option a: **The percent of graduates who earn a State Board College Preparatory Studies Certificate or a District College Preparatory Certificate;**

The district is reporting data for the graduates earning:
_____ State's College Preparatory Studies Certificate
_____ district-developed College Preparatory Studies Certificate
(Include requirements for this certificate)

Use Data from previous five (5) years.

Dates:					
Total Number of Graduates	**1**				
Number of Graduates who earned a College Preparatory Studies Certificate	**2**				
Percent of Graduates who earned a College Preparatory Studies Certificate	**3**				

Line 3: Number of graduates who earned a College Preparatory Studies Certificate
Total number of graduates

Standard 16.3, Indicator *2
Option b: The percent of students completing advanced courses while in high school;

If district-designated advanced courses are listed, a brief course description and the prerequisites for the course must be included. Advanced science including physics (but not chemistry); math classes beyond geometry and algebra II; third- and fourth-year foreign languages; college-prep English; and, English/American Literature are usually considered advanced courses.

Use Data from previous five (5) years.

	Dates:					
Total Number of Students Enrolled in Grades_____	1					
The Unduplicated Number of Students in Grades_____ who have completed advanced classes, college credit courses or advanced placement classes	2					
Percent of Students in Grades_____ who have completed advanced classes, college credit courses or advanced placement classes	3					

Line 1: September enrollment for specified grades + January enrollment for specified grades
2

List the courses considered:
Advanced Classes College Dual Credit Advance Placement

Line 3: Unduplicated number of students taking advanced courses
Total number of students in the specified grades

Standard 16.3, Indicator *2
Option c: The percent of students earning college credit in high school.

Use Data from previous five (5) years.

		Dates:				
Number of Students in Grades____	1					
Unduplicated Number of Students in Grades_____ who have satisfactorily completed a college credit course or have received a score of 3 on an advanced placement test	2					
Percent of Students in Grades_____ who have satisfactorily passed the college course or have received a score of 3 on an advanced placement test	3					

Line 1: $\frac{\text{September enrollment for specified grades + January enrollment for specified grades}}{2}$

List the courses completed:

Line 3: $\frac{\text{Line 2}}{\text{Line 1}}$

Standard 16.3

Indicator*3. The percent of graduates who complete vocational education programs approved by the Department of Elementary and Secondary Education increases or is maintained at a high level.

For this report, a vocational education program is defined as an established program of studies designed to prepare a student for a specific occupation at the comprehensive high school (DESE-approved vocational program) or the area vocational technical school. DESE will complete the following with data from both the comprehensive high school and the area vocational-technical school.

Use Data from previous five (5) years.

	Dates:					
Number of Graduates	**1**					
Number of Graduates who Completed a Vocational Education Program	**2**					
Percent of Graduates who Completed a Vocational * Education Program	**3**					

Line 3: Line 2 / Line 1

Standard 16.3
Indicator*4. The percent of graduates who complete vocational education programs approved by the Department of Elementary and Secondary Education and are placed in occupations relating to their training, continue their education or are in the military services increases or is maintained at a high level.

DESE will complete the following chart using the same five years of data as in the chart for Standard 16.3, Indicator *3.

Use Data from previous five (5) years.

Dates:					
Number of Graduates Completing Vocational Education Programs. **1**					
Number of Graduates Completing Vocational Education Programs who: **2** **-have been placed in occupations related to their training** **-enrolled in a related technical school program** **-attend college** **-are in a military service**					
Percent of Graduates who have been placed **3**					

Line 3: Line 2 / Line 1

EDUCATIONAL PERSISTENCE

17.1 **<u>Educational Persistence</u> - The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.**

Indicator *1 **The percent of students who drop out of school decreases or is maintained at a low level.**

The MSIP Section will use the dropout data for the five (5) years prior to the review which was submitted by the district on Core Data.

Standard 17.1
Indicator *2. **The percentage of district dropouts who complete a high school diploma or equivalency certificate within five years of when they dropped out increases or is maintained at a high level.**

(Use Data from 5-7 years prior to the review.)

Dates:			
Number of students who dropped out of school in a given year. 1			
Number of students who completed a high school degree or GED within five years of the year in which they dropped out of school. 2			
Percent of students who completed a high school degree or GED within five years of the year in which they dropped out of school. 3			

Line 3 = <u>Line 2</u>
Line 1

Standard 17.1
Indicator *3. **The percentage of the district's students who are in regular daily attendance increases or is maintained at a high level.**

THE DISTRICT DOES NOT NEED TO SUBMIT ATTENDANCE DATA. The MSIP Section will use the attendance data for the five (5) years prior to the review (grades K-8, 9-12 and district total) submitted by the district on Core Data.

PERFORMANCE WORKSHEETS
FOR K-8 DISTRICTS

ACHIEVEMENT

16.1 **General Academic Achievement - The district uses Department of Elementary and Secondary Education approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.**

The MSIP Section will compile the district's MMAT data or data from the new performance assessment for Indicators *1 and * 2.

For the MMAT, two nonconsecutive elementary grades (3-6) and grade 7 or 8 will be selected after evaluating the median student mastery rates and quintile data.

16.2 **Reading Achievement- The reading ability of the district's students is at an acceptable level or demonstrates improvement.**

The MSIP Section will compile data from the reading cluster of the Reading/Language Arts subtest of the MMAT for the two (2) required grade levels. When the communication arts portion of new performance assessment has been implemented, data from this instrument will be utilized instead of the measures specified above. The on-site team will also review information about the district's reading programs.

17.1 <u>Educational Persistence</u> - The percent of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

***1. The percent of students dropping out of school in grades seven and eight decreases or is maintained at a low level.**

Use Data from five (5) years prior to review year.

Dates:					
Number of Students enrolled in grades 7-8 **1**					
Number of Students who dropped out of school **2**					
Percent of Students who dropped out of school **3**					

Line 1= $\frac{\text{grades 7-8 September membership + grades 7-8 January membership}}{2}$

Line 3 = $\frac{\text{Line 2}}{\text{Line 1}}$

***2. The percent of students from the elementary district who complete their education by graduating from high school increases or is maintained at a high level.**

The district must include all the receiving high schools.

		High School Class of 199_ (4 years ago)	High School Class of 199_ (3 years ago)	High School Class of 199_ (2 years ago)	High School Class of 199_ (last year)
		8 years ago	7 years ago	6 years ago	5 years ago
Number of 8th Grade Students	1				
Number of 8th Grade Students who graduated from receiving high school(s)	2				
Percent of 8th Grade students who graduated from receiving high school(s)	3				

Line 1: Enter the number of students who finished eighth-grade in the elementary school district.

Line 2: Enter the number of students who graduated from high school from each class. A student who graduates from high school in more than four years should be included with the year in which the student completed eighth grade.

Line 3: Line 3 = $\frac{\text{Line 2}}{\text{Line 1}}$

Standard 17.1

Indicator*3 The percent of the district's students who are in regular daily attendance increases or is maintained at a high level.

THE DISTRICT DOES NOT NEED TO SEND ATTENDANCE DATA. The MSIP Section will use the attendance data for the five (5) years prior to the review submitted by the district on Core Data.

POST-ELEMENTARY SCHOOL STATUS

18.1 Post-Elementary School Status - Elementary districts conduct follow-up studies of students to determine the degree to which they succeed in high school.

Indicator *1. The percent of students from the elementary district who are listed on the honor roll in the ninth and tenth grade is comparable to that of students from the high school district.

The district must include charts for all the receiving high schools. List the high schools and the number of students from this elementary district at the bottom of the page.

Submit one chart for each high school district to which this district sends students.

Name of High School District: _____

Use Data for previous five (5) years.

Dates:					
Number of elementary district students in grades 9 &10.	1				
Number of elementary students on the 9th & 10th grade Honor Roll	2				
Percent of elementary 9th & 10th graders on Honor Roll	3				
Number of high school students in grades 9 & 10 excluding this elementary district's students	4				
Number of high school students on 9th & 10th grade Honor Roll excluding this elementary district's students	5				
Percent of high school students on the 9th & 10th grade Honor Roll	6				

List of all High School Districts attended by Elementary District's Students:

Standard 18.1
Indicator*2. The grade point average of ninth and tenth grade students from the elementary is comparable to the grade point average of ninth- and tenth-grade students from the receiving high school district(s).

Line 1: Enter the average end-of-the-year grade point for elementary district's ninth- and tenth-grade students (combined).
Line 2: Enter the average end-of-the-year grade point of high school district's ninth- and tenth-grade students (combined) **excluding** this elementary district's students.

Submit one chart for each high school district to which this district sends students.

Name of High School District: _____

Use Data for five (5) previous years.

Dates:					
Grade Point Average of 9th & 10th-grade students from the elementary district	**1**				
Grade Point Average of 9th & 10th-grade students from the high school district	**2**				

Standard 18.1
Indicator *3. The results of student follow-up studies conducted the first and fourth years following eighth grade are used to evaluate and improve the educational programs and instruction provided in the district.

Information regarding the results of these follow-up studies should be included in the documentation file under Standard 13.1B, *Indicator 2.

APPENDIX F: EVALUATION GUIDELINES
Guidelines for Evaluating Resource and Process

Resource Standards

A. The Resource Report will be judged as follows:

- Accredited = 3 standards are "met" as written and 2 others are "acceptable"
- Provisionally Accredited = 2 standards are "met" as written and 3 others are "acceptable"
- Unaccredited = does not meet Provisionally Accredited criteria

Process Standards

A. The Process Report will be judged as follows:

- Accredited = 7 or more of the 10 Process areas are "met"
- Provisionally accredited = at least 6 of the 10 Process areas are "met"
- Unaccredited = less than 6 of the 10 Process areas are "met"

B. Each of the Process areas will be "met" according to the following ratio of standards

- 6 - Curriculum - 2 of 3 standards are "met"
  For standard 6.1A "The district has written curriculum guides for all its instructional programs." To be "met," Indicator 2 must be "met." Indicator 2 requires that the written curriculum be designed to "meet the goals established by the district and the Show-Me Standards."
- 7 - Instruction - 7 of 10 standards are "met"
- 8 - Differentiated Instruction - 12 of 17 standards are "met"
  The 12 must include at least 3 of the 5 following standards:

8.1A	At-Risk Students
8.1B	Special Education for Students with Disabilities
8.2	Gifted/Talented Students
8.3	Vocational Education
8.7	State and Federal Categorical Programs

  For Standard 8.1A to be "met," Indicator 5 must be "met." Indicator 5 states that "The district reports dropouts from school to the Missouri Literacy Hot Line."
- 9 - Instructional Climate - 2 of 3 standards are "met"
  The 2 must include 9.1C "A protected, orderly environment is provided."
- 10 - Library Media Centers - 3 of 4 standards are "met"
- 11 - Guidance and Counseling - 3 of 5 standards are "met"
- 12 - Professional Development - 2 of 2 standards are "met"
- 13 - Government and Administration - 9 of 12 Standards are "met"
  - For standard 13.1C to be "met," Indicator 1 must be "met." Indicator 1 requires a "board-approved Comprehensive School Improvement Plan."
  - For standard 13.2B to be "met," Indicator 3 must be "met." Indicator 3 requires that "members of the board of education elected or appointed after August, 1993, complete 16 hours or more of orientation and training within one year of their election or appointment."

- ◊ For standard 13.4A to be "met," Indicator 2 must be "met." Indicator 2 requires "the preparation of an annual budget as required by law."
- ◊ For standard 13.4B to be "met," Indicator 2 must be "met." Indicator 2 states "The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district."

- 14 - Facilities and Safety - 3 of 3 standards are "met"
- 15 - Support Services - 2 of 3 standards are "met"

Although no single indicator is deemed important enough to cause an entire Process Area to be "not met," the seven indicators identified are considered significant enough that, if one is not present, the district will be judged "not met" on that particular standard.

WEIGHTED STANDARDS AND INDICATORS

Process Area	**No. of Standards to be "Met"**	**Standard with Indicators that must be met**
Curriculum	2/3	6.1A 2
Instruction	7/10	
Differentiated Instruction	12/17	8.1A 5 + 3 of the 5 key areas (8.1A, 8.1B, 8.2, 8.3, 8.7)
Instructional Climate	2/3	9.1C
LMC	3/4	
Guidance & Counseling	3/5	
Professional Development	2/2	
Governance & Administration	9/12	13.1C 1, 13.2B 3, 13.4A 2, 13.4B 2
Facilities & Safety	3/3	
Support Services	2/3	

In the following sections, the criteria that will be used to evaluate each resource and process standard are described

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RESOURCE AND PROCESS EVALUATION CRITERIA, 1997-98

PROGRAM OF STUDIES

1.1 Grades K-6 (Self Contained)

Instruction is provided in accord with standard and a locally developed schedule. 50 minutes of art, music and physical education instruction is provided weekly for grades 1-6. 25/50 minutes of instruction in art, music and physical education is provided each week for half/full day kindergarten.

1.2 Junior High/Middle School

Instruction is provided in accord with standard and a locally developed schedule. Four (4) exploratory/elective courses are available over a period of 2 years; two (2) of these courses may be additional art and music courses.

1.3 High School

District meets minimum standards (40.5 units) overall and has no more than one "deficiency" in the high school course of studies. Courses in 4/7 vocational areas are offered over a two (2) year period. Courses in two subjects may be offered over a two-year period; these credits count to meet the subject area requirement, but not for the overall credits (40.5 units).

CLASS SIZE

2.1 Class Size

95% of the self-contained classrooms meet the minimum. 95% of the individual classrooms in a departmentalized structure meet the minimum standard. Categorically-funded program classrooms meet program standards.

Note: Exceptions will be considered when one class is more than 5% of total number of classes at either the self-contained or departmentalized levels.

PROFESSIONAL SUPPORT STAFF

3.1 Library Media Staff

Services are provided at all sites and total certificated staffing is within 95% of minimum at both elementary and secondary levels.

3.2 Guidance and Counseling Staff

Services are provided at all sites and total certificated staffing is within 95% of minimum at both elementary and secondary levels.

ADMINISTRATIVE STAFF

4.1 Superintendent
A properly certificated and full-time superintendent is employed.

Note: A number of exceptions exist: districts with under 25 staff members, districts entitled and approved to share superintendents, etc.

4.2 Assistants to the Superintendent
An assistant to the superintendent is employed when there are more than 100 FTE professional staff (according to ratio).

4.3 Building Administrators
Staffing ratios are met. (Total staffing is within 95% of minimum at elementary and secondary levels.)

Note: Both first-year principals and superintendents have 12 months to acquire appropriate certification.

CERTIFICATION/PLANNING TIME STAFF

5.1 Teacher Certification
No more than 5% of the district's professional staff (FTEs) are not properly certificated. Individual classes for which appropriate certification is not held are converted to staff FTEs according to the amount of assigned time used for such classes. Applications made for all staff, if needed, before the on-site review.

5.2 Planning Time
Each FTE classroom teacher has 220 minutes of planning time each week (within 5%).

CURRICULUM

6.1A Written curriculum is available.
There are written, board-approved curriculum guides for all subject areas and grade levels. Curriculum guides must contain rationales, a general description of the subject or course content and measurable objectives. In addition, general outcomes for graduates in each of the six core subject areas must be identified and the state's Show-Me Standards must be phased in, starting with one subject area in 1997-98. All core areas must incorporate the Show-Me Standards by June, 2001; and, the district must have a plan for accomplishing this. Evidence that learning is articulated from grade-level to grade-level, between buildings and subject areas, must also be present. No more than three noncore instructional areas (courses) do not have completed guides.

6.1B Curriculum is implemented effectively.
Curriculum guides must be used systematically in lesson planning and a formal (written) system for monitoring or changing the curriculum must be in place.

6.1C Curriculum is based on students' educational needs.
A formal (written) procedures for regularly monitoring and changing the curriculum based on identified student needs and indications of student achievement must be in place. Resources for curriculum development are provided, and staff responsibilities for curriculum development and revision are identified.

INSTRUCTION

7.1A Learner objectives are shared prior to instruction.
There is evidence that subject and course objectives are shared with students and parents prior to instruction.

7.1B Instruction strategies and techniques are varied.
Varied instructional strategies are used and adjustments are made for individual student abilities. Students consider instruction meaningful.

7.1C District monitors student progress and provides information on student progress.
Varied methods are used systematically to assess, monitor and report student progress in relation to objectives.

7.1D Instruction is coordination by all staff members.
Coordination between classroom teachers and special/support teachers is good (formal and/or informal processes). Regular teachers are involved with the identification and placement of students requiring specialized instructional programs.

7.2A An assessment plan is in place.
The district has a board-approved assessment plan which meets the minimum assessment requirements and a test security policy in place.

7.2B Assessment data is used to adjust curriculum and instruction.
A variety of assessment data is used to evaluate the educational programs. The board reviews disaggregated data for the required subgroups, and program adjustments have been made to the curriculum and in instruction based on this data. Teachers regularly receive and use student assessment data from previous years.

7.3 Instructional resources are provided.
The team observes and staff and students report they have the needed instructional materials and supplies. Teachers have input in selecting the instructional materials. Instructional apparatus and equipment are kept in good operating condition and are up-to-date.

7.4 Extended-learning time and alternative-delivery activities are available.
The district provides regularly scheduled instruction before and/or after the regular school day and makes some provision for access to instruction during the summer. A significant number of

students are actually participating in the extended learning time and alternative delivery activities at both the elementary and secondary levels.

7.5 Instruction technology is available.
Subject matter curriculum guides include references to technology skills or a separate technology curriculum is used. Advance questionnaire (AQ) and interview data indicate that appropriate technology is available for student and staff use.

7.6 Multicultural and gender-fair concepts and practices are used.
Curriculum/course opportunities are open to all students. Instructional materials have been systematically selected to ensure coverage of multicultural, disability awareness and gender-fair concepts; and such concepts are addressed in the written curriculum. There are board-adopted sexual harassment policies for students and staff.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

8.1A At-Risk Students are identified and served.
Formal (written) procedures are in place to identify at-risk students at all grade levels. Appropriate interventions and services are provided to meet student needs. Counseling and follow-up services are provided to those who drop out of school. Written procedures are in place to handle crisis situations. Evidence that district notifies the Literacy Hotline of all dropout students is required.

8.1B Special Education services are provided.
Special Education program criteria are met at an acceptable level (DESE report).

8.1C Educationally-Disadvantaged services are provided.
Services are provided to educationally-disadvantaged students through a variety of means which may include Title 1 or district-provided remedial reading, math, etc. Program criteria are met.

8.1D Migratory services are provided.
The district has formal (written) procedures to systematically identify migratory children and make appropriate notification when migratory children are present.

8.1E English for Speakers of Other Languages services are provided.
The district has written procedures to systematically identify ESOL students, assess their educational needs and to provide appropriate programs to address these needs.

8.1F Homeless students are served.
The district has board-approved written procedures to systematically identify and assess the educational needs of homeless children and youth; provides for placement in the school of best interest; grants school access to all students living in the district, regardless of the permanency of this residence; assigns staff person(s) to ensure the needs are being met; and, has identified policies that facilitate the removal of barriers to homeless students' education, which may

include transportation, immunization, residency, records, and guardianship, and provide services as specified in the Stewart B. McKinney Homeless Assistance Act.

8.1G Preschool activities are offered.

Preschool education activities are available to promote the development of appropriate skills, social adjustment and the physical, emotional and mental growth of each child. Three preschool activities are provided over and above any provided through the PAT programs.

8.2 Gifted/Talented Education services are provided.

Formal (written) procedures for systematically identifying gifted/talented students K-12 are in place and identified students are provided opportunities for differentiated instruction.

8.3A Vocational Education is an integral component of the educational program.

The Vocational Education program addresses the assessed needs of students and the labor market. A significant and representative portion of the district's students participate in vocational courses.

8.3B Competency-based curriculum (Vocational Education) has been implemented.

Each vocational course has identified competencies, and an IMS system is used to record and report student mastery. Academic and vocational competencies are integrated.

8.3C Vocational student organizations are available.

Appropriate vocational student organizations are available, and students are participating. Student development opportunities related to leadership, occupational competence, community and school service are offered.

8.3D Vocational Education provides transition to the workplace or continuing educational activities.

There is participation in work-site opportunities. Off-campus programs comply with DESE policies. Written articulation agreements with postsecondary institutions are available through the district or through the area vocational school which serves district students.

8.3E An Accountability system is implemented for Vocational Education.

Performance measures have been identified for every vocational course. An annual, formal evaluation of the vocational education program is conducted by the district with input from students and the advisory committee. Plans from this evaluation are incorporated in the CSIP.

8.4 Co-curricular/Extracurricular activities are provided.

Students have a variety of activities available including leadership opportunities, academic clubs/activities, fine art and performing arts activities and intramural sports at all levels and interscholastic athletics at the secondary level. At the elementary level (grades K-6) three of five activity categories are acceptable. However, if the elementary school includes grades 7-8, student government activities must also be provided (total of four activities out of five). A large number of students participate in such activities.

8.5 Parent Education activities are in place.
Parent education activities are provided as required by the Early Childhood Development Act. Parents as Teachers programs are serving at least 50% of the state funding quota. Parents have district-provided opportunities to learn about the intellectual and developmental needs of children of all ages. In addition, there are opportunities for parents to participate in their children's education in grades K-12.

8.6 Community Education is offered or information is disseminated.
The district accesses the need for community education and provides access to school buildings for public use in accordance with board policy. District provides community education programs or informs the public of available community education programs. The district provides information regarding access to ABE and GED programs.

8.7 State and Federal Categorical Programs meet requirements.
District meets monitoring regulations.

CLIMATE

9.1A There is leadership in establishing a positive school climate.
Administrators and staff communicate the mission of the school. Administrators are accessible to parents, staff and students. High expectations are held for students and staff.

9.1B The climate is conducive to learning.
There are written policies designed to protect instructional time, and there are no substantial interruptions and/or interferences identified. Students and teachers are recognized for their accomplishments.

9.1C A safe and orderly environment is present.
The district has disseminated a written code of conduct. Teachers generally describe student behavior as "good" to "fair" in all buildings. Teachers believe disciplinary enforcement is consistent and fair. Students believe they are treated fairly, and they are safe at school. Parents believe school discipline is administered fairly.

LIBRARY MEDIA CENTERS (LMCs)

10.1A LMC Written Plans are provided.
There is a written Library Media Center (LMC) plan with specific goals and objectives, policies and evaluation criteria. LMC policies are included in board policies. The LMC plan and services are reviewed/evaluated annually, and LMC goals are incorporated in the CSIP.

10.1B Adequate Library Media Centers are readily accessible to all students.
Student (K-12) and staff use of the LMCs is documented and considered "high." Utilization of resources is "average" or above. The LMCs are open and staffed for use before and after school and during all school hours.

10.1C Library Media Center Resources are provided in sufficient quantity and quality.
All materials are catalogued, classified and processed. The LMC resources are evaluated and reviewed regularly (utilizing various collection analysis techniques) and improvements in these resources can be documented. Materials are cooperatively selected by staff and the librarian. Students and teachers consider the resources adequate to support the curriculum. The LMC staff cooperates and works with curriculum committees. Both print and technological resources are available for instruction. Culturally diverse resources are provided.

10.1D Library Media Center provides instruction in research skills and use of Library Media Center.
Students in grades 2-12 receive instruction in current research skills and the use of library resources. Written curriculum guides may be integrated with the rest of the curriculum. Students in K-2 have opportunities to visit the LMC regularly.

GUIDANCE AND COUNSELING

11.1A Structured and developmental experiences are presented K-12.
There is an articulated guidance curriculum based on a needs assessment, and the guidance component provides classroom instruction in career planning/exploration, knowledge of self and others and educational/vocational career development and employment-retention skills at grade levels 7-12. The curriculum is sequential and competency-based.

11.1B Structured educational and career planning are available K-12.
Career-awareness and -exploration activities are provided K-12, and a program which allows each student to develop an individual career plan is provided. Educational/vocational resources are available.

11.1C Responsive services are accessible to students.
Counseling is provided on an individual and small-group basis. Counseling assistance is provided on educational progress and personal concerns. Consultation is provided to teachers, administrators and parents regarding academic progress/social concerns.

11.1D Management and support activities are in place.
Counselors serve on districtwide committees as consultants on student growth and development and inform the board and community about the purposes and practices of the guidance program.

11.E A guidance program is implemented and evaluation procedures are in place.
The district has a board-approved, written guidance plan which contains a definition, philosophy, learner competencies, service delivery activities and evaluation procedures. Private facilities, equipment and resource materials are provided. An advisory committee has been established and is functioning.

PROFESSIONAL DEVELOPMENT

12.1A Professional Development programs are cooperatively developed.
There is a functioning Professional Development Committee (PDC) elected by the staff. There is a written PDC plan which incorporates input from teachers, student assessment data, and the district's school improvement plan.. Professional development activities for practicing teachers and mentoring provisions for first-year and second-year teachers are developed by the PDC and approved by the administration and board. At least one percent of the district's current year Basic Formula apportionment is allocated to professional development.

12.1B Professional growth is a continuing process for certificated and noncertificated staff.
Policies and procedures exist for expense reimbursement and accounting. Participation in professional development activities is good, and the effectiveness of professional development activities is evaluated in relation to improved teaching practices. Time is provided for professional development activities. All faculty and staff have been trained within the last three (3) years in recognizing the signs symptoms of substance abuse.

GOVERNANCE AND ADMINISTRATION

13.1A District mission and goals are present.
There is a written mission statement. There are goals in board policies, and these are readily available to the staff and public and are applied to district management decisions. There is a specified schedule for review and revision of the statement at least every three years.

13.1B A districtwide evaluation plan is present.
The district has a written, board-approved plan for evaluating all programs and services every two (2) years. Goals, objectives, evaluative criteria and timeframes are included in this plan. Follow-up studies and other assessment sources are used in the evaluation process.

13.1C Comprehensive School Improvement Plan (CSIP) is in place.
The district's CSIP contains all required components, is updated and evaluated as needed, and has resulted from input provided by staff and patrons.

13.2A Current set of policies and procedures guides the day-to-day operation.
The district has all the required policies and procedures up-to-date and has policies guiding the functions and operations of the district. Procedures for obtaining staff input on policies and procedures and for regularly reviewing and revising these policies are in place. Policies are readily available to the staff and the public.

13.2B Board of Education has governance authority.
The board meets regularly and keeps accurate and complete records. Administrative functions are carried out by the administrative staff, and board members concentrate on policy-making without interfering in administrative functions. Evidence exists the Board of Education members elected after August 1993 has completed 16 hours of State Board of Education approved training.

13.3A Board of Education employs staff and meets statutory requirements.
Job descriptions for all types of positions are maintained. Written procedures ensure fair employment practices. Adequate clerical support is provided.

13.3B Staff assessment is conducted.
Performance-based evaluation procedures are used for all certificated staff. Formal evaluation procedures are used for support staff.

13.3C Compensation plan is in place.
The district's compensation plan recognizes teaching experience and provides for extra-duty responsibilities. There is at least a $6,000 difference between a starting teaching salary and top salary schedule amounts (not including extra-duty pay). Teachers have input into the compensation plan.

13.4A Community provides sufficient financial resources.
The district's finances are viable (not listed as a "financially-stressed" district). Levy is at least the required minimum. There must be no resource or equipment/materials shortages, and salary schedules must not be compressed. An annual budget is present and meets legal requirements. There is evidence of short- and long-range financial planning.

13.4B Systematic procedures ensure efficient fiscal management and accountability.
All financial and audit reports are submitted accurately and timely. There are no significant audit exceptions. Annual audits conform with state and federal requirements. Internal procedures for purchasing and inventorying are in place. (Year-end balances are positive and sufficient to ensure fiscal stability.)

13.5A Board appoints necessary committees and committees to facilitate communication with constituents.
Required committees and councils (PAT, Title I, Vocational, etc.) are meeting and functioning within their stated mandates. Parents/guardians and community members are involved in school activities.

13.5B District provides public information.
An annual report is submitted to the media and is part of the district's formal, systematic efforts to inform the public. Opportunities are provided for public input.

FACILITIES AND SAFETY

14.1 Facilities are attractive, healthful and appropriate.
Facilities are appropriate for the instructional programs. The facilities are clean, and no unhealthy conditions are identified.

14.1B Facility plans.
The Comprehensive School Improvement Plan (CSIP) incorporates facility plans and needs. An ADA study has been conducted, and a corrective action plan and/or transition plan has been developed and approved by the board.

14.2 Safety is emphasized.
All buildings, grounds and equipment are periodically inspected to meet local and/or state safety requirements. No safety hazards are identified and safety devices are in place. Emergency equipment and procedures are in place, and required drills are conducted. Staff has been trained in the use of the school's emergency equipment. An accident-reporting system is maintained; and there is a board-designated safety coordinator.

SUPPORT SERVICES

15.1 School health services are provided.
There is a written health services plan with goals, objectives and evaluation criteria. Immunizations are current, and regulations related to contagious disease and child-abuse reporting are implemented. A policy regarding the administration of medication is provided. Health records, screening programs, emergency care procedures, and follow-up and/or referral services are in place. Professional health care assistance is employed by the district or readily available by suitable arrangements. Health care facilities, including temporary areas for housing and isolating ill students, are available and can be adequately supervised.

15.2 Nutrition services are provided.
A written nutrition services plan with specific goals, objectives and assessment procedures is in place. The district satisfactorily meets the requirements of the DESE School Food Services monitoring. Breakfast programs have been considered and implemented when necessary. Health department inspections show a generally safe and sanitary food preparation area.

15.3 Transportation is provided.
The district complies with all regulations and laws related to school bus operations. A written discipline policy is in place. Reports required by DESE are accurate and submitted on time. No safety hazards or substantial disciplinary concerns are identified. Contracted transportation is affirmed by appropriate written documents.

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